

SEPTEMBER, 1949

NATIONAL PARENT-TEACHER

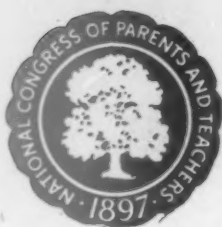
THE P. T. A. MAGAZINE



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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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PRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS



THE CITIZEN CHILD—AND HIS DESTINY

A NEW day dawns! A new concept is in the making. Together we in the National Congress of Parents and Teachers look forward to new and expanding horizons for every living child. Together we look ahead to that day when every child shall realize within himself the gifts of grace and power to meet his needs as a capable citizen, both at home and in the total world.

We look forward with *faith* because we believe that society is improvable—that order, right, justice, and brotherhood can be achieved if enough of us care enough to seek continually for these goals. We look forward with *courage* because our leaders of former years have left us a heritage of constantly increasing strength in the number of us pledged to promote the welfare of children and youth; constantly increasing ability in leadership skills; and a breadth and vitality of program made effective by the devoted efforts of our members. We look forward with *enthusiasm* because the expanding cycle of achievement in the past has built for us an ever widening perspective of opportunities waiting for us in the new day, the day of able citizenship in a free world.

We believe in citizenship, and we believe that the fundamental elements of citizenship for a child must be built in his home. There he first learns of the interdependence of human beings and of the need to give of himself as he accepts from others. There he learns respect for law, for property, for people, and for God; and the love, sympathy, and understanding within a good home furnish him with a charity and forbearance necessary to his expanding citizenship outside the family circle.

THE citizen child develops in his home a social aptitude that makes of him a more willing and capable citizen in his school. And the school, democratically conducted and offering avenues of growth through widened horizons of interest, opens for him many doors of adventuring. Here too he gains an awareness of his latent talents and a knowledge of the ways in which they are useful for society. All this is part of a normal transition from home to school and into the larger cycle of democratic, interdependent living. The citizen child will develop loyalty and a sense of obligation to his school and its new authority with ease. And this new loyalty need not destroy or even lessen the completeness of his membership obligation to his family. Along the way to wisdom and understanding he need not lose sight of the significance of the home and family as the indispensable unit of free citizenship.

The adequate school for the citizen child will find opportunities to widen his concept of belonging to a social unit and to accept therein every other child. It will help him to find new knowledge and use it for the benefit of all people everywhere. Then he will begin to feel kinship with folk of other lands, other cultures, and other faiths in a great family under one Fatherhood. He will develop patriotism and loyalty toward his own country and its culture, without bigotry or unreasoning nationalism. He will learn to appreciate the value of individual enterprise without encroaching on the rights of others. He will learn that he must respect existing laws if he would make laws for other people, and as he accepts responsibility for others he will not lose responsibility for himself. These concepts he will learn only if there is complete agreement upon goals of living and learning between his home and his school, only if the teachers in his school and the teachers in his family share an interest in his well-being.

When the basic values of faithful citizenship are integrated securely within the home and the school, the child will walk forth into manhood and womanhood—into the community, the nation, and finally the world—bearing the supreme wholeness of his teaching into a society ready for justice and truth. Then he will truly be at home as a citizen of the total world.

President, National Congress of Parents and Teachers



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ONE WORLD WITHIN



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WHY, in this year of 1949, should we be particularly anxious about the spiritual growth of our children? Have we not the precepts and traditions handed down to us by our forefathers? Have they not proved themselves good? Why should we discard them? We shouldn't, of course. We don't want to rob ourselves of the supporting security of time-honored traditions. On the other hand, it is possible to rely too much on the past. We have certain problems, after all, with which our forefathers were never confronted. Many people believe that we live in an almost entirely new world, and to a certain extent they are right. Whether it is a brave new world and an enduring new world is yet to be seen.

The fact remains that one of our most important responsibilities today is to keep our children's emotional natures at a constant temperature, so to speak. On the physical side, everyone knows the importance of body temperature to health. Everyone knows, too, how suddenly a fever may strike and what inroads it can make in a very short time. Nature has provided the human body with a wonderful mechanism known as *homeostasis*, which keeps the normal body at a temperature of 98.6

degrees Fahrenheit no matter what the weather is outside. But when an emotional blizzard or tornado sweeps the land, we have no such automatic protection. At the moment society and the world are running a fever—and a high one; the thermometer registers 104 at least. This amounts to danger. Something must be done.

Five-power Entente

BUT what, if anything, can we do about it? How well are we equipped for controlling emotional epidemics? Well, to begin with, we are human beings. As human beings we have five great advantages over all other species of the animal kingdom:

1. Man is the only animal that has perfected communication. The development of written and spoken language, the systematic use of symbols—these are man's alone, and they confer upon him the power to acquire the accumulated knowledge of the past, to preserve it, and to add to it from his own observation, study, and experience.

PAUL

WEAVER

2. Man is the only member of the animal kingdom that rears families instead of broods. All other living creatures bring forth their young in separate units or groups. Only human beings have offspring of varying ages, nurtured and trained in the family at the same time.

3. Man is the only species in whose life and development there occurs the protracted period called youth. Other animals seem almost to leap from infancy to adulthood. Man has, therefore, the advantage of a greatly prolonged period for the training of his young.

4. Man differs from all other living creatures in the fact that his brain is highly developed and abnormally oversized. The human brain is about 350 per cent out of regular biologic proportion. That sounds promising, but it can be frightening too.

5. Man is the only animal that invents and uses weapons. All other members of the animal kingdom protect themselves and attack their enemies without external aid. The invention and use of weapons confers upon man a mighty power, one that he is not always equipped to handle. Fortunately along with this potentially dangerous gift goes another. It is the power to develop within the human mind and spirit a purposeful homeostatic mechanism that can be made to control ag-



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gressive impulses when control is necessary and desirable, thus preventing the outbreak of that emotional and spiritual fever the world has so much cause to dread.

The twin powers last mentioned are vitally important today. We need, of course, some means of self-protection, since we are not equipped by nature to defend ourselves with talon, beak, or sting. Aggressiveness, when properly controlled, is a necessary part of our equipment for life. We cannot survive biologically without it. On the other hand, unless this impulse is duly controlled and directed, we shall commit suicide as human beings and revert to the savage animal. Let us be thankful that we have in us the power to control it, that each of us can strengthen his own inner homeostasis against the fever of hate, prejudice, and war.

The Points of Attack

ONE war has long been over, but another battle goes on—the eternal battle of the human soul. What can we do for our children in a time of spiritual crisis? What do they need in order to be strong and unafraid? What are the ethical standards the times demand? On parents, as always, the chief responsibility must fall. What is the parents' part in the child's inner life?

WHAT is the nature of this inner stabilizer? Perhaps the best name for it is charity. Charity is the product of the spirit of man; it develops in each one of us according to his spiritual capacity. And spiritual capacity, like everything else, needs nurturing. It is getting far too little of that at present. Consider this: A year and a half ago the U.S. Social Security Board estimated our total number of neurotic persons at the stupendous figure of eight million! Eight million Americans have lost their power to deal with life on normal,

rational terms. They are schizophrenics, paranoiacs, melancholics, and persons ridden with every sort of fear, dread, anxiety, and compulsion.

Furthermore, consider the sleeping-drug habit. In 1947 it was estimated that here in the United States, 6,600,000 daily doses of sleeping drugs were consumed in a single year. Since then the amount has probably increased. What lies back of these appalling figures? Fear; insecurity; lack of faith in life and mankind; a sick desire to retreat into hiding from life and be at peace for a little while, whatever the frightful cost. And not only the victims but society at large must foot the bill.

The drinking problem, too, entirely aside from all strait-laced moral considerations, is serious. Drinking has gone far beyond the merely social tinkle. Thousands of men and women drink for the same reason that thousands of others drug themselves to sleep—an easy means of escape from the problems of living. The most liberal-minded person on earth can scarcely deny that there is something wrong with people who can't do a day's work if they are stone sober.

Many devoted workers in scientific fields are trying to solve this problem. It is highly significant that the only group which can point to unquestionably good results is Alcoholics Anonymous, a group *founded upon the principles of religion*—in other words, a group organized on recognition of the fact that the trouble is emotional and spiritual, not physical.

And what of the state of marriage in our country today? When one in every two marriages goes on the rocks and thousands of those that do not end in divorce are bitterly unhappy, must we not conclude that something is wrong with the men and women involved? The married way of life in itself is neither good nor bad. It is made good or bad by those who undertake it.

The Armamentarium

CAN anyone deny that all these symptoms affect the youth of America? Can anyone predict what will happen if they are not eradicated? At every turn the child of today is confronted with dangers and challenges unprecedented in all the history of the world. If we do not strengthen his soul as well as his body, if we do not build up in him the stabilizing mechanism that will keep him immune to this epidemic insecurity and futility, the world's prospects are dark indeed.

What can we do to save our children? Two things, at least. We can give them, from their babyhood, the sense of love and security all children need, and we can teach them self-discipline and respect for others. These vital elements in personality cannot be separated; one is as neces-

sary as any other. Love is the only profoundly creative force the world has ever known. We must love our children and let them know we love them. We must respect our children that they may learn to respect others.

Now these two statements are often misunderstood. To love our children and make them sure of our love, it is not necessary to gush over them, yet a certain amount of petting and demonstration is necessary. When my own child, frightened in babyhood by a sudden loud startling noise, acquired a permanent dread of such noises, I was advised: "Next time, tell him there is going to be a noise and then touch him when it comes. Put your hand on his shoulder in a protective way. Half our trouble is that *we have forgotten to touch one another.*"

I followed this counsel and it worked like a charm. I have never ceased to be impressed with the eternal truth that lies beneath it. We need human contact—all of us, children and adults. We need the sense of nearness to our kind that comes from a caress, a warm handshake, a tender hug. Let us not be afraid to express our love for our children, but let us not confine it to that. Love is a miracle that has many forms; one is discipline.

That poor old word *discipline* has probably been more misunderstood than any other single word in the language. To many it still means punishment alone, which is absurd. Discipline with violence is always wrong. On the other hand, love without discipline is always inadequate. The human soul grows strong only when the two are blended. Love gives the child a world in which he feels secure and wanted. Discipline makes him sure of himself and fearless of life and his fellows.

The best possible basis for discipline, of course, is a good example. The core and center of the good life is to live positively, taking a "yes" attitude toward daily experience instead of combating it. If we do this ourselves consistently and all the time, if we as parents have found our own spiritual and emotional balance and maintain it, the battle for our children's success is half won. Both we and they must learn to live in terms of the spirit, "with malice toward none, with charity for all."

Let us keep them and ourselves poised between stinginess and display at a point called sincerity; between pride and abasement at a point called acceptance; between cynicism and sentimentality at a point called realism; between fear and hatred at a point called charity. Let us develop in ourselves and instill in our children a recognition of the true values of life as distinct from the false and the petty. This is the learning of which we stand most in need. Without it, all other knowledge will surely fail us.

HELPING' a child up the stairs to emotional maturity is easier for the parent who takes one step at a time. It's easier for the youngster, too. Fumbling, stumbling, and tumbling may be necessary experiences in a child's physical life, but where the emotions are concerned they cause serious trouble. Parents who are forearmed with the facts can show children the way of ascent.

HALE F. SHIRLEY, M.D.

Preventing

EMOTIONAL PROBLEMS

IF WE are to guide childhood behavior and personality development, it is necessary that we have some understanding of emotional growth. There is reason to believe that the vast majority of children are capable of attaining normal emotional maturity, and fortunate is the child whose parents have confidence in his potentialities for this desirable goal and his inherent drive toward it. Emotional deprivations, unwise pressures, and a poor adult example can, of course, result in stunted or deviated emotional growth, just as inadequate diet, lack of shelter, and the inroads of disease can stunt and distort physical development. But when we provide the right kind of emotional environment in our homes and schools, we can put our faith in the child's innate power of growth and social integration.

Let us consider the nature of emotional growth, starting with the infant. The outstanding feature of the infant, from the emotional standpoint, is his complete dependency on adults, not only for his survival but for his comfort and feeling of security. Another characteristic is his lack of emotional control. He expresses his feelings promptly, directly, and sometimes most vigorously, as any mother will testify. He wants what he wants when he wants it. A third characteristic is his self-centeredness. He is the center of his little world, which consists mostly of his mother. His first interests are aroused by bodily sensations, and his first concerns are with his own physical needs.



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Emotional Goals and Guideposts

IN contrast to the infant, what does society expect the adult to be like emotionally? What are the emotional qualities we want our children to attain?

For one thing, we want them, by the time they are mature, to be relatively independent. There is of course no such thing as absolute independence in social living, but at least we want our children to learn to think for themselves, make their own decisions, and feel responsible for their behavior. We want them eventually to evaluate

This is the first article in the preschool series of the "Freedom To Grow" study courses.

their own capacities and to be guided by a realistic interpretation of the world about them. We want them to be sufficiently aggressive to make their way in that world and yet be free of excessive hostility and anxiety. We want them to acquire a conscience that is realistic but stays in line with the moral heritage of our culture, a conscience that will keep their behavior within the limits of social acceptability and yet not punish them because they cannot attain perfection or make them feel guilty about things for which they are in no way to blame.

Finally we want our children to be able to love others as well as themselves, to accept differences in others without feeling themselves threatened, to win the lasting treasure of friendship, and to experience the love of a mate and of children.

Probably all of us will agree on these goals for our children. Doubtless many would even add to the list. The question, however, is what we parents can do to help our children emotionally along the long, hard journey from infancy to maturity.

Briefing Ourselves as Parents

FIRST, we can keep in mind that it takes twenty years or more for an infant to become an adult and that we shall get nowhere by applying adult standards to children years before they are ready for them. This is where many parents get into difficulty. Without being clearly aware that they are doing so, they make demands of a youngster that are not in keeping with his stage of development—demands that spring from the parents' own ideal of what they want him to become. If the child does something that a well-balanced adult would not do, the parents are anxious, disgusted, or angry and are driven by these feelings toward drastic action to stop the behavior that upsets them so.

This is a grave mistake and will lead only to parental frustration. The frustration results in greater anxiety for the parents, which in turn puts greater pressure on the

child, until both parents and child are thrown out of balance emotionally. Both become unable to handle their anxieties and hostilities. The home thus becomes tense and unhappy, an atmosphere that is anything but conducive to the normal emotional development of the child.

Such a situation, however, presents by no means an insoluble problem. The solution is to be found in a proper estimation of the child's readiness to adopt a more mature type of behavior. Parents must always keep in mind that a child is not a little adult. He does not think like a little adult, he does not feel like a little adult, and he can behave like a little adult only for short periods and under strong pressure.

There are many steps between the emotional nature of the infant and that of the adult, and the child must go through all of them one by one. He must be permitted to enjoy the satisfactions of his age, solve the problems of his age, and learn the lessons of his age. He cannot be expected to cope with those of the adult or even with those of a child in the next stage of development. Only as he is allowed to progress naturally does he acquire the satisfaction, the self-confidence, and the motive power necessary to make him want to explore and adopt the next, and the more mature, behavior phase.

Step by Step

PARENTS, therefore, should study the normal emotional growth of their child. They should begin with the first eighteen months, during which the undifferentiated excitement of infancy gradually blossoms into the rich emotional repertoire of the toddler. They should follow with understanding his emotional development through the so-called stage of resistance, when he discovers that he has a mind of his own, wants to exercise it, and begins his struggle to become independent. They should bear with tolerance his efforts to gain



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emotional control. They should watch for evidence of his readiness to adopt a more mature type of behavior.

Children who are not upset emotionally can be relied upon to tell their parents, in their own way, when they are ready. They will show interest in the more mature behavior. They will want to try it and to experiment with it, and accomplishment will bring them satisfaction. The fact that a three-months-old baby balks at taking cereal does not mean that the time will never come when he will taste and eat everything he can get into his mouth, bugs and worms as well as cereal. The fact that a nine-months-old baby takes no interest in toilet activities does not mean that the time will never come when his interest will be so great as to embarrass his parents. When readiness is evident, they can encourage the child to try, but they must tolerate the mistakes that are inevitable in learning. They must also, by their interest and approval, help nature to make the more mature behavior truly satisfying.

But growth is only one of the factors that determine the emotional development of the child. Another is the child's environment and the opportunity it provides for the fulfillment of his normal human needs. A personally and socially satisfactory emotional adjustment is not possible unless his physical, emotional, and social needs are reasonably well met. When basic needs are not understood and provided for, the child feels deprived and thwarted. If deprivation mounts, anxiety accumulates until it gets out of bounds. If the environment is too thwarting, resentment and anger build up until, out of control, they produce the symptoms of hostility. In response to either of these situations a child may succumb to feelings of inadequacy and futility. We must then deal with one who will no longer try—a defeatist child.

Of course, parents cannot possibly prevent all the emotional problems of growing children. Social integration inevitably involves some frustration and anger. The necessity of facing strange situations, in addition to the ordinary dangers of living, must inevitably result in some feeling of anxiety. But life, as we adults well know, is essentially a process of facing and solving one problem after another, and what we want to cultivate in our children are emotional reactions that help rather than thwart them in solving life's problems.

Our task as parents, therefore, is not to protect our children entirely from the realities of life (even if we could do so) but rather to help them acquire the knowledge, the skill, and the self-confidence they need to solve their problems. At the same time it is our responsibility to see that they are not overwhelmed emotionally by situations beyond their capacity to handle. In this direction we shall find ourselves frustrated and baffled unless throughout their childhood we have understood and provided for their emotional needs.

What are these emotional needs? One fundamental need, at least if the child is to become a

social adult, is the experience of parental love. The baby needs the stimulation given him by the fondling and cooing of a devoted mother. The early development of his feeling of security depends upon the fulfillment of his physical needs, and his later adjustment to people depends greatly upon the emotional relationship he is able to attain first with his mother and then with his father and his brothers and sisters. A child who has experienced love is able to give love. Love thus motivates the social process.

Another basic need is for activity at the child's own level of capacity. He needs the thrill of accomplishment and the approval that rewards achievement. Approval stimulates effort and helps the child to evaluate his capacities. Achievement and the resulting approval build up his feelings of self-confidence, self-reliance, and self-respect, all of which are important to his security and his eventual success.

A third need, which has to do with both emotional and social development, is for a proper balance in home life between independence and limitation of activities. The balance varies from child to child and changes as each child grows. The toddler needs to be protected not only from danger but from his own uncontrolled impulses and his lack of knowledge and experience. In his social life also he must learn that certain things can be done and other things cannot be done; that other people have rights as well as he; and that, since people must live together, respect for rules and authority is necessary.

At the same time it is essential that he be allowed a certain amount of freedom. He needs leeway to experiment, to learn by experience, to test out his powers, to make decisions for himself, and to take part as far as he can in formulating home rules. His need for independence increases as his reliability and sense of social responsibility develop. Too much domination on the part of the parents brings resentment, evasion, oversubmissiveness, hostility toward parents, or outright rebellion. Inconsistent, weak discipline and lack of limitation produce unrestrained behavior, which keeps the child in hot water and eventually makes him a burden to even the fondest of parents.

Anarchy is intolerable, either in the home or in the nation. So is dictatorship, which results in tensions that may eventually break out in hostile or antisocial behavior. The hope of the world is democracy learned in the home. There the child comes to know the meaning of love as well as of authority; learns balance and control in satisfying his wants; learns to express himself and correlate his potentialities with his need to fit into the social order.

See outline, questions, and reading references on page 34.

EVERYBODY'S *School*



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Mrs. Kuh, a sculptor (left above), is one of the Great Neck citizens who frequently help the teachers by demonstrating special activities for the children. Here she shows the steps in modeling a head. At right, a mother gives several girls advice on how to sew and teaches them the various basic stitches.

ANDRÉ FONTAINE

IT DIDN'T look much like a schoolroom. The tables had been pushed back, and in the center a group of twenty or so fourteen-year-olds were swarming over a couple of tired chairs whose upholstery had been stripped off. A blond boy worked busily, chewing his tongue and practically standing on his head to retie the springs in a chair seat. A dark-eyed girl was fascinated at the way a magnetized upholsterer's hammer picked tacks from their opened box. Another boy studiously measured strips of webbing for a divan.

THAT school can be made delightful is no new idea any more, but only in a time like the present, when community and social values are being recognized at their true worth, can schools make full use of community talent. The example set by the schools of Great Neck, Long Island, is one that can be followed in any town with pleasure and profit, for the principle on which it is based—the idea of sharing—is adaptable anywhere.

A tall man with a low voice and clever hands shuttled back and forth among them, explaining, describing, demonstrating. Occasionally he picked up a pair of shears to cut a strategic gore in new material or borrowed a hammer to drive home a recalcitrant tack.

The room was the home economics room of the Great Neck, Long Island, high school. The man was teaching, but he was no teacher. He was Jerry Arvine, owner of an upholstery store on Middle Neck Road, Great Neck's main stem. He was helping to work out one of the most exciting ideas that has blossomed in American public schools in the past quarter century.

Great Neck is a wealthy town with an expensive school system, but ideas are free and this one could be copied by any community in the United States. The idea grew out of a discrepancy. Every community has scores of men and women who are experts in their own line of work—firemen, plumbers, insurance actuaries, salesmen, editors, grocery store managers, farmers. Yet almost everywhere this vast reservoir of practical knowledge is left untapped by the public schools.

That paradox was a challenge to John L. Miller,

young superintendent of the Great Neck schools. Why, he wanted to know, was this store of learning being denied the youngsters? Why couldn't these local experts be brought right into the classroom as supplemental, part-time teachers?

Miller knew that most teachers and administrators were afraid of bringing the public into their classrooms, as it might loose a flood of uninformed criticism, complicate teaching, and make more work for the school staff. It was safer, the professional educators figured, to keep the public at arm's length.

The public was not too enthusiastic either. Some were still a little intimidated by the schools, regarding them as mysterious and probably unpleasant citadels that it was just as well to avoid. One man said flatly, "Look, Dr. Miller. It's your job to run the schools. Why are you bothering me?"

Where There's a Will

MILLER determined to bridge this gulf of distrust between community and school. After long thought he evolved a two-part plan. He knew that among the local experts there would be some who could get their knowledge across to the youngsters, some who, in short, were natural teachers. These he would bring into the classrooms—or, if it seemed educationally more profitable, bring the school classes to the experts.

And the others, those who were not natural teachers or whose specific skill could not be fitted into the school curriculum, he would persuade to serve on special committees in whose work their expert knowledge could be focused on long-range school problems. From the town directory Dr. Miller's assistant, Marion E. Wiles, prepared a list of some two thousand residents who had particular knowledge or skills that might prove useful. The staff was called together and the idea explained. Dr. Miller then asked for discussion, suggestions, and help in putting it across.

That was two years ago. Although the program is still in its infancy, it has been hailed with extraordinary enthusiasm. The local

experts are usually asked in by the classroom teachers in Great Neck's four schools: Arrandale, Kensington, Lakeville, and the high school. Great Neck is fortunate in having many unusual and talented people among its citizens. Max Weber, the painter, for instance, often talks to high school art classes. So do cartoonist Fred Neher and illustrator Arthur Sarnoff. Justin Bachrach, a stamp dealer, tells the youngsters at Kensington School about stamp collecting. Mrs. Jesse Kuh, a sculptor, shows some of the professional tricks of clay modeling.

Most of Great Neck's experts, however, are the kind you might find anywhere. There are always people who have lived in foreign countries. Their firsthand knowledge can bring a dry geography class to life. Last year when the sixth grade at Kensington School was studying home life in Russia, the teacher, Dorothy Hicks, suggested an all-Russian luncheon to be prepared by the students. The class shopped for food. Four Russian mothers came into the schoolroom and helped prepare and serve a lunch of borscht, blintzes, kasha, black bread, and tea for some fifty parents. Other classes studying Germany and France have had similar experiences.

Great Neck teachers recruit parents' knowledge even when the parents don't come into the classrooms. One day a high school girl in Mrs. Vera Hittle Sears' domestic science class announced that she was engaged and asked for advice on how



Mrs. Rosenblum spends an hour with the children to help them understand and appreciate English, Scotch, and Irish folk ballads.

to get married and live on a small income. Mrs. Sears saw an opportunity. Would the girl mind if she put the problem up to the class? Not at all. The class ran away with the idea like a puppy with a new bone.

Since the emphasis was on small incomes, the girls began conferring with their mothers to learn pet economies in shopping, cooking, clothing the family, and running a home. Some did the family shopping; others got tips on stretching the food budget. The fathers weren't left out, either. When the question of buying or renting a home came up, Mrs. Sears discovered that four of the girls' fathers were experts. One was an architect, two were builders, and one a carpenter. Class committees were appointed to consult them about purchase prices, down payments, monthly carrying charges, mortgages, taxes, and the kind of house that can be bought by a couple with a limited budget.

When the whole study was finished, one pupil gave it the ultimate accolade. "Why," she said, "it didn't seem like school at all!"

Covering the Field

SO FAR we have named but a few of the local experts; there are many others. High school boys receive expert vocational guidance when insurance men, lawyers, engineers, and business executives come in to talk about their professions. When one sixth grade was studying poison ivy, Mrs. Estella Steiner, a housewife who was formerly a science teacher and is now an ace biologist, came in to tell how to recognize and wipe out the weed and to demonstrate a little known natural antidote—jewelweed. Before the study was over the kids had started a campaign to eradicate the pest.

Great Neck teachers also find educational resources in the town's institutions. When Margaret Hoey's third grade was learning about religion, she took them to visit three local churches: St. Aloysius (Catholic), All Saints (Episcopal), and Temple Bethel (Jewish). When the children arrived at each church a clergyman was on hand to explain the symbolism of the articles used in the various rituals and point out the things that all faiths have in common.

The teachers found a vast store of expert knowledge in the hobbies of its citizens, too. Arthur Vance had been an overseas airline pilot, but his glamorous vocation was not what interested Priscilla Cleaver, the Arrandale School kindergarten teacher. She learned that he spent his spare time with a workbench and an assortment of woodworking tools in his basement. Would he come in and repair some of the kinder-

garten chairs, tables, and broken toys? He agreed and set up shop one morning in a corner of the coatroom. The children took turns helping him, seven at a time. In an age when too many parents have neither the leisure nor the inclination to do such things with their children, Vance for a few hours was every child's father.

Dr. Jay Lowen, a podiatrist whose hobby is Indian lore, has lectured at Kensington School assemblies on tribes that used to live around Great Neck. Alfred Gessler, a businessman whose avocation is opera, has talked on the world's great operas and illustrated their themes on the piano. Attorney Julian Bush's hobby is magic, so he entertained the Kensington first grade with a show.

Building for the Future

OTHER townspeople do not go into the schools at all but have donated their expert knowledge to the second phase of Superintendent Miller's program. This year there are seven advisory committees—including one on population study, one on publicity, one on adult education, and one on school-community relations—made up of professional educators and laymen.

The setup and activity of the population-study group is typical. Today, when millions of war babies are beginning to bulge out the walls of school buildings, its work is especially pertinent.



Four young mothers are on hand to give assistance as the youngsters enjoy painting original designs and cutting them out.

To discover what would happen to Great Neck's population, and hence what school facilities it would need in the next few years, Miller picked a committee of twenty, including three real estate brokers, two village officials, a banker, two insurance actuaries, and a statistician. Howard Friend is one of the realtors, and when you call at his office on Middle Neck Road the odds are about four to one that he'll be out. Is he so busy selling houses? "No," says his secretary, "he's working for the schools."

When you finally do catch him in, Friend can show you results. He has a large notebook stuffed with figures, charts, and maps bearing cryptic markings. "We're estimating the school population for 1952 right now," he says, "making a block-by-block survey of the entire school district. We figure exactly where a house will be built, what size it will be, and how much it will cost. From that we can estimate how many children there'll be and how old, as well as the size and kind of school we'll need."

"You must be a rich man to be able to spend so much of your time working for nothing."

Friend leans back in his chair and grins. "I'm not working for nothing. I'm selling my prospects what I think is the finest school system in the country."

Not everyone in Great Neck can point to such a direct personal benefit from a top-notch school system, but everyone agrees with Superintendent Miller's statement that "the ultimate beneficiary is society itself."

Take Jerry Arvine, for instance, who taught the high school youngsters how to upholster. The kids, he says, do just as good a job as professionals, only it takes them longer. Well, doesn't that amount to inviting competitors for his own business?

"No," says Jerry. "We've discovered that it's

good business to encourage people to make their own draperies and slip covers and to re-cover their furniture. When I'm booked up four weeks in advance, they decide to do the work themselves. I sell them the materials instead of losing the business entirely. And when they save money in the process, they're likely to redecorate more often, maybe every three years instead of every five."

Gil Golde, a local photographer who, with his wife and Mr. and Mrs. Eisenman, produced and acted in a Christmas puppet show at Arrandale School, said it differently: "We think there's too much of a tendency today for people to live vicariously through movies and television and escape literature. That's degenerative. The only way really to live is to *do*, to take part, to get together with other people and do something with your own hands. The puppet show was our way of participating."

And how about the kids? Do they get anything out of it beyond a broader and more practical education? Both parents and teachers think they do. Several teachers have said that the youngsters love to have their parents come into the classroom and exhibit some special skill. It makes the children feel more important, gives them prestige, and heightens their feeling of security.


Indeed the benefits of the program are almost as various as the people involved in it. A few months ago the mother of a student met Mrs. Sears, the high school domestic science teacher, in a grocery store.

"I can't thank you enough for what you're doing," she said. "When our oldest daughter was growing up, my husband had no time for the children. Lately he's been fascinated by the questions our youngest girl puts to him in connection with your course. He's discovered that he does have time to be a father." She smiled. "You've made us a family again."

COMING SOON: AN EVALUATION OF COMIC BOOKS

PLANS are now being completed to publish in the *National Parent-Teacher* a guide to comic books for parents and teachers who have long desired such a dependable aid. Each month this magazine will present brief but thorough summary estimates of various comic books, with evaluations of their merit for children. These estimates will be prepared by a committee whose point of view on children's reading is both sound and constructive.

The importance of this service at the present time is obvious. It is confidently expected that the added feature will be enthusiastically welcomed by the readers of the *National Parent-Teacher*.



MAN AGAINST FEAR

I. The Shape of the Problem

BONARO W. OVERSTREET

THE longing of the living world is for peace. And what is the great obstacle to peace among the nations, peace between management and labor, peace in family relations? Only fear. So it is with great expectations that we contemplate this new series of articles by Mrs. Overstreet, whose guidance so many have learned to trust. With expert help it should be possible, at least in the area of personal experience, to recognize fear in its major role and learn the methods of counterattack.

I HAVE chosen to talk with you, in this new series of articles, about fear: what it is and what it does to us and what we can do about the inroads it makes upon our human well-being. Fear is not the most delightful of subjects, but I have come to think of it as one of the most important. It is important because of the many all-wrong things—the inept, stupid, destructive, and cruel things—that it makes us say and do, so that we, afraid, induce fear in others and do our unhappy share to make man stand stiff and self-defensive in the presence of man.

It is important too because of the many powers of good will and productiveness that it makes us squander, powers that it makes us even deny that we possess. Growth of personality means a building of rich relationships between the individual and his world—relationships of affection, skill, knowledge, responsibility, and the rest. But the building of these calls for a constant venturing, a reaching out, a running of the risk of failure. Growth of personality, in brief, involves a daily profession of faith in ourselves and our world, a daily employment of courage. Wherever, in any person's make-up, fear comes to play a disproportionate role, life turns into a daily exercise in self-defense and retreat. As self-defense and retreat become habits, they become also more than habits; they become a point of view, an attitude toward human nature and life in general.

In exploring the problem of fear we shall, then, be trying to equip ourselves not only to reduce

fear but also to release those positive powers of outreach that make living a triumph rather than a tedious chore.

Difficulties in Diagnosis

THERE are several reasons why we have never made any adequate attack upon fear, either as individuals or in our joint strength. One reason is that we have commonly failed to recognize fear for what it is, even when it is working its effects right before our eyes. No other human emotion wears so many disguises—highly convincing disguises that can make us treat it as something quite other than itself.

Thus fear may disguise itself as courage. A simple instance can be seen in the case of the adolescent driver who, with his car full of companions of his own age, permits himself to be prodded on to greater and greater speed and daring, not because he is brave but because his social *fear of seeming afraid* is greater than his physical fear of injury.

Again, fear may disguise itself as ambition or, in contrast, as humility, obedience, loyalty, an eager wish to be helpful, self-sacrifice, or a missionary zeal in a good cause. It may disguise itself as a flaunting indifference to ordinary standards of conduct or as meticulous respectability, as a proud contempt for social popularity or as a determination to be always the life of the party.

Fear can make one person sit stiffly silent in a

group while it makes another chatter desperately on and on. It can make yet another dodge the hazards of conversation by engaging in an unbroken, pompous report of his beliefs.

Fear disguises itself as chronic irritability, niggardliness of spirit, a habit of nagging and gossiping. Sometimes it hides in an extreme of material self-indulgence and again in asceticism. It expresses itself as racial or religious prejudice, as excitable patriotism, as a general chip-on-the-shoulder hostility. Taking over the body for its own ends, it often disguises itself as a physical illness.

Such a recital of disguises may seem a sophistic mental exercise that takes all meaning out of the word *fear*, an exercise like that of saying that all generosity is concealed selfishness. But what we are driving at is something more practical than a play on words. What we are trying to say is, first, that many fears to which we should attend escape our attention because they come before us in one or another disguise; and, second, that as part of our skill in human relations we greatly need to learn how to penetrate the disguises of fear, so that we can treat it for what it is, not for what it appears to be.

The difference between fear and the human qualities that it apes is a *difference in effect*. Turned loose in the world—in home, classroom, office, church, or community—fear disguised as courage produces very different results from genuine courage. Fear disguised as helpfulness produces very different results from true helpfulness. Fear disguised as love produces very different results from the kind of love that casts out fear. And so it goes, and so our problem becomes in no small measure one of detecting fear. To that problem, among others, we shall have to devote ourselves.



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New Knowledge, New Strategy

ANOTHER reason why we have never made a concerted attack upon fear is that we have lacked leadership for such an attack. Many individuals of good will and unique insight have, within their own spheres of influence, gone far toward robbing fear of its power. But only recently have there come among us those who have made such an objective study of fear that they can suggest a practical program of action. It is a program as useful in the handling of the too "good" child as of the too "bad" child, as applicable at the family dinner table as in the factory or in the council of nations. Psychologists, psychiatrists, anthropologists, sociologists—these are the researchers and practitioners who, out of innumerable small, specific studies, have built a new mountain of knowledge about ourselves, knowledge about *ourselves afraid*.

The time has come now for their knowledge—incomplete though it still is—to move out of clinic and laboratory into the common conscience, into the habit systems of our culture, into our institutions. Thus another phase of our problem becomes that of equipping ourselves as spokesmen for such new knowledge about human fears as may be useful in our shared and common enterprise of living.

Defeat Through Default

THERE is a sad third reason why we have never done enough about fear. Human history has largely been—and still largely is—a record of man's using fear as a weapon, deliberately using it and therefore not wanting to rule it out.

Not only tyrants in high places but millions of petty tyrants in home, office, classroom, court-



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room, pulpit, and factory have made their own fear-distorted selves feel more important and secure by keeping others afraid. Millions of them have relied upon fear as their chief means to power, their chief means of getting what they want from others—whether they have wanted obedience, services, or possessions. This is not a pretty part of the human story, but it is acted out every day of our lives. Until we acknowledge it we are not likely to do much that is really significant about the terrible damage that fear has wrought upon human stuff.

A final reason why we have not tackled fear more realistically is that we have been confused by a perverse sort of false realism. Such efforts as we have been ready to make have too often been drained of their energy by the taunts of

hardheaded “realists” who proclaim fear to be natural. We have not known how to answer back convincingly. We have not wanted to appear naïve. We have not known how firmly to accept fear as natural while recognizing that many specific forms of it are unnatural. So we have too often retreated from efforts we were almost ready to make.

Through Truth to Freedom

WHAT I want to try to do in this year's articles is to bring together such facts about fear as may enable us, wherever we are privileged to exert an influence, to become agents for the wiser handling of fear—and therefore for the richer release of human powers. We need some

notion, for example, of how to appraise the situation when a small child pretends that it does not want to play with other children—and then looks wistfully on at their games; of what to do when, in club or community, we see fear operating as prejudice; and of how to help ourselves and others to get ready for the creative risks that go with love and productive work.

We shall never know all the answers. Certainly these ten articles will not give them all. But we can *begin* to shape words, personal habits, and social policies that are on the side of human confidence and release. That is, we can *begin* to do what is called for in our desperately frightened world. We need not continue forever to do the very things that aggravate the ills we are trying to cure.

FORTHCOMING ARTICLES IN THE SERIES “MAN AGAINST FEAR”

The full list of articles in the current series by Bonaro W. Overstreet is as follows:

The Child's Encounter with Life

How Fear Begins at Home

Hostility and Guilt: Companions of Fear

The Conditions of Unnatural Fear

Certain Crisis Points in Life

The Fears That Scar Our Society

When Fear Pretends To Be Strength

When Fear Pretends To Be Love

Where Love Casts Out Fear

You will want to read every one of these articles, for they are designed to help all of us live our lives with intelligence and courage.



Notes from the Newsfront

Change in the Children's Bureau.—On June 2 Dr. Leona Baumgartner, former New York City assistant commissioner of health, was sworn in as associate chief of the U.S. Children's Bureau. A pediatrician and graduate of the University of Kansas and Yale University, Dr. Baumgartner is a former assistant professor of pediatrics at Cornell University. She succeeds Dr. Martha M. Eliot, who has been appointed an assistant director general of the World Health Organization.

From None to Many.—Fifty years ago, when the first edition of *Who's Who in America* was published, not one Negro was listed. But the current edition carries the biographies of ninety-two eminent men and women of that race, including statesmen, scholars, scientists, and artists.

Bad Medicine.—When hypnosis is used simply to entertain an audience, it can cause grave damage. That is the warning of two doctors in a recent issue of the American Medical Association's *Journal*. Because children are more suggestible than grownups, the potential harm to them is greater. Educators are therefore recommending that hypnotism be outlawed from school entertainments.

Mother Went to College.—College-educated women astonished the statisticians by increasing their childbearing rate 81 per cent between 1940 and 1947. Mothers who attended coeducational and western colleges were reported to have the largest families.

Quiet, Please.—Loud and continued noise impairs nervous and mental health to a degree that is comparable to battle fatigue, psychiatrists and psychologists have found. It damages the hearing faculty and reduces the efficiency of workers. Studies show that a hazardous volume falls somewhere between 70 and 100 decibels. The noise level of heavy traffic has been measured at about 85 decibels, while that of a normally busy office has been put at about 40 decibels.

Speaking for the Sightless.—A machine that reads aloud is the latest contribution of science toward simplifying reading for the blind. RCA engineers have produced an electronic device that translates the black-and-white pattern of a printed letter into the spoken sound of that letter. Still in the laboratory stage of development, the machine contains tapes with the sounds of the twenty-six letters of the alphabet and a few of the commonest words.

Desert Schools.—In Israel, Syria, Transjordan, and the Lebanon thirty-one schools sponsored by UNESCO are teaching more than 11,000 refugee children reading, writing, arithmetic, geography, and, in some cases, agriculture. Many of the schoolrooms are tents in the open des-

ert. Although teachers have been recruited from among the refugees, the schools are dependent on the generosity of the outside world for such basic equipment as blackboards and exercise books.

Form Fitting.—Now comes word of a new type of bread box that matches the loaf exactly in size and shape and closes up as the bread is used. The manufacturers maintain that the tight container reduces molding.

Johnny Is Learning To Read.—Mother and Dad can profit from this pamphlet issued by the Ethical Culture Schools. It tells all about Johnny's reading problems, how the teachers are helping him solve them, and what parents can do to cooperate. Copies are obtainable at ten cents each from the Ethical Culture Schools, 33 Central Park West, New York 23, New York.

Portrait of a Flavor.—An objective method of describing flavors and aromas has now been discovered, which takes taste out of the subjective realm of mere likes and dislikes. A semicircle represents the base flavor, and distinctive bars radiating from the center identify subordinate flavors or "notes." The size of the semicircle and the length of the bars indicate degree. From this diagram expert tasters can decide, almost mathematically, which flavor notes to stress and which to suppress in a given food product. It then becomes relatively simple for technologists to change the formula to one that will be more pleasing to the palate.

Wrong Numbers.—As the schools reopen this month fewer than 25,000 beginning elementary teachers—or only one fifth of the total number needed—will be available. On the other hand, there is a growing surplus of teachers of many high school subjects.

Art in Paris.—Soon there will rise in the heart of Paris, long famous for its University City, an international city of art. Across the Seine from the Cathedral of Notre Dame, the new buildings will house up to three hundred painters, sculptors, and musicians. Paris has agreed to provide the land without charge, and most of the construction costs will be borne by the nations whose students will use the new city.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 10-49, this means that your subscription will expire with the October *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the November issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

Democracy



CHARLES
W.
FERGUSON

THE PEOPLE'S CHARGE

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FOR the past two decades the hard efforts of the parents and teachers of America have been devoted to what we call child welfare. Benefits of every sort have been heaped on the youngster. We have looked to his teeth, his eyes, his adjustments, his posture. He has been nurtured on orange juice and shot with vitamins. As a result he is full of bounce, verve, spizzerintum, giddyap, and vitality. He is keen of mind, full of opinions, and articulate with them. And yet in spite of all this there is something wrong. The world into which youth grows up is outwardly changed by gadgets and appliances but inwardly as tense and brutal as before. Even aside from the possibility of a third world war, the future is dim.

Actually peace itself has become a threat. Even to keep growling nations from each other's throats will require marked changes in our economy, in our common life, in the way we think and feel. And atomic power remains a scourge any way we look at it. Nothing is more depressing than the unlimited and uninhibited development of atomic energy for peacetime use. As power accumulates, men decay, becoming robots in a world run for them by someone else. It is about time somebody questioned the widely accepted idea that the mere multiplicity of goods is in itself a social end worth achieving.

Survival or Victory

THE nature of society, the character and form it takes, is now a matter of just as much importance to the parents of this land as the physical health of their children. There is no great purpose in building a child's body if the world he lives in does not encourage his fullest possible development.

These are convictions that, under the leadership of the National Congress of Parents and Teachers, are beginning gradually to dawn on the general public. The world problem is at last a personal problem, and if it is to be solved at all it will have to be solved by individual effort. It is no longer sufficient that we simply attempt to prevent this or that catastrophe. As Lewis Mumford has said, "Mere survival is not a social goal." Preventing juvenile delinquency or preventing the spread of Communism or preventing this, that, or the other undesirable thing is excellent, but it is negative. We need a more positive approach.

To find such an approach and to act upon it is infinitely harder and more complex than any job parents and/or teachers have ever undertaken. The central issue is to provide means throughout society by which the individual can have full scope for development and at the same time provide for the controls that will ensure social cohesion.

To achieve such a society requires first of all a basic philosophy. Fortunately the essence of this basic philosophy may be found in what we now call, with little understanding of its implications, democracy. And nowhere else.

The word *democracy* literally means government by the people. We have been exceedingly busy trying to make it mean everything but that. Democracy is above all a method, a means by which *all*—not just a few—who are concerned with any decision have an honored voice in reaching it and carrying it out. Real democracy offers the means, and the only means, by which we, acutely aware of our world responsibilities but uncertain of how to discharge them, can begin to take control of the world that now controls us.

The Time Is Ripe for Change

THE experience of the race up to now has been largely military, with the result that one is supposed to be a good soldier, a faithful subject, no matter what the cause. As industrialism enabled business to expand into large-scale operations, this same feudal-military pattern of leadership, attack, and obedience was adopted. We had our straw bosses, our foremen, our captains of industry. And as other organizations grew and took on scope and dimensions, the imitation first of the military pattern and later of the industrial pattern became commonplace. Thus it is now a truism that if any cause is to be put over it must be put over by strong leadership, by propaganda, by attack.

With this dismal background, look for a moment at the administration of education. What of democracy there? We give our young people expensive equipment and meticulous attention, but we never allow them a re-

WE LIKE to think of ourselves as a pioneer nation, and we have proved claim again and again to that title. But the only true pioneer, whether man or nation, is the one that sees intangible frontiers and is not content with defeating material obstacles. We also like to think of ourselves as democratic. But are we really? It is always the part of wisdom to face facts squarely. Are we leaving untapped a reservoir of power?

sponsible place in our plans. Overlook this and inspect the way the average public school is run. Should not the aims of education be the affair of the whole community? Can these aims and objectives be determined by anything short of full, community-wide discussion in which students, teachers, and all citizens (not merely taxpayers) have a recognized part?

Yet education as conducted at present is a delegated affair, with only occasional spirited meddling by the citizen. The business of education has never been honestly thought through by the people, for the good and simple reason that there are no recognized ways by which all people can take part in such thinking. If we are in earnest about either democracy or education—and they must be one and the same from now on—we shall not rest content until every man and woman and child in the whole community has had a chance to sit down with a small group of his fellows and say for himself what he thinks education ought to be.

With all our worship today of the nomenclature of science, we regularly overlook one of the most dramatic facts in the whole drama of scientific advance—that many great scientific discoveries, such as that of penicillin, have come about through accident, as the unanticipated result of a conscientious line of endeavor. The proper word for this phenomenon is *serendipity*, a word

coined by Horace Walpole, who felt that there ought to be a term based on the experiences of *The Three Princes of Serendip* (the ancient name for Ceylon). These princes in their travels were always encountering, as if by accident, the most delightful and fruitful adventures. A good deal more hope than what we imagine lies in what might be called social serendipity. If we will but rid ourselves of the fatuous illusion that we are already democratic, if we will but set forth on an honest path toward a society in which all members have a part, we can expect wonders—though they may not be the same wonders we planned at the moment.

Certainly no one person, or even one small group, can offer a plan for a world movement toward democracy. A plan becomes sooner or later a vested interest. We have had enough plans. One thing wrong with the world today is plans. Somebody gets an idea and seeks, often in good faith, to impose it on others. Before long he is more interested in imposing it than he is in the plan itself.



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Trial Venture

THE illustration of world democracy I suggest is not a plan; it is simply an example of what might emerge. But it is not idly proposed, and it fulfills the minimum requirements of democracy: individual expression and voluntary social control on a world scale.

All over the globe there are now enough organizations of citizens to make it feasible for civilized peoples to discuss simultaneously a common topic. Under the direction and with the aid of these organizations, acting co-operatively, it would be possible for small neighborhood groups of citizens in many lands to consider seriously a grave and important matter of common concern. Persons in St. Louis would, say, during an interval of three months, gather and express their views, knowing that at the same time persons in Manchester, in Toronto, in Oslo, in thousands of scattered cities and towns were attacking the problem too.

It would of course be necessary first to find the topic deemed most worthy of full discussion. But the facilities are at hand by which this might be done. The enabling leadership of large voluntary agencies here and abroad could pose a series of topics and let the members of these bodies and other citizens determine which should be taken up.

Suppose the topic chosen were conservation. Think of the hope that might arise from having men and women in every community sit down to consider this subject as a *personal* problem. Contrast this performance with the present efforts to arouse people through propaganda and government subsidy. The problem of conservation is a problem of the local community, of all local communities. As such it must be faced. But no amount of scarehead literature or hullabaloo will really affect people. Only as they stop burning leaves and set up community compost heaps through voluntary cooperative effort will they begin to feel that the problem is their own. And they will not do this until they have been given the opportunity of untrammelled discussion.

Then again, a world-wide expression of the views of ordinary people might change our attitude toward the mass of people and their worth. We are forever proceeding with plans and schemes and solutions that consistently overlook *people* while we try to save the world as an abstraction. A primary reason for this cold-blooded idealism is that we operate, more than we dare admit, on what Elton Mayo in *The Social Problems of an Industrial Civilization* calls "the rabble hypothesis"—the shameless assumption that humanity is made up of a mob of snarling, biting, vicious individuals who seek only their own blind interests.

It is amazing to see how the old rabble hypothesis permeates all thinking. The other day I was talking with a man about these things, and he said, "What we have got to do is get the right democratic people in control." I am sure he is still unaware of the meaning implied in those words. To get away from this rabble hypothesis, what we need, so to speak, is the elite approach. But if we are going to get away from it, we shall get away from it only by providing the means and methods by which average people can express themselves.

Here is something parent-teacher associations can do—first of all through the family. It is really a pity that our families are not larger, that more of them are not of the size and spirit of the one in *Cheaper by the Dozen*.

Here's How

DEMOCRACY is not to be thought of as a series of mass meetings. At its best it is to be seen in terms of social self-discipline administered through autonomous groups acting on information voluntarily acquired.

World discussion through small groups would help to stress another value needed in the painful process of learning democracy. It would reveal almost surely that most of our present methods of discussion fall far short of even an imperfect democracy. In small groups as in large, the old practices prevail and the habit of dominance by a few tends only to increase our boredom and frustration. As George B. de Huzar points out in *Some Practical Applications of Democracy*, only the timid can voice the views of the timid.

I should like to cite two methods of discussion that show the way in which we might move. One is termed, by the person instrumental in devising it—Eduard C. Lindeman—*circular response*. It sets up ground rules that automatically take care of the bad manners that spoil most small group deliberations. A group of ten or twelve or fifteen sits in a circle. The leader opens the dis-

cussion and talk moves to the right. The person on the leader's right can say what he pleases about the leader's views, and the person next in line on the right is free to voice his own views just as vigorously. But no one has a chance to speak a second time until discussion has passed around the group and comes back to him again.

This method reduces argument to a minimum. It gives every person an equal chance. It encourages thinking as a cooperative group process instead of a competitive exercise. It enables young persons to take a responsible part. It is, furthermore, subject to a variety of local adaptations.

Another method, devised by J. Donald Phillips, and one with which there has been a great deal of recent clinical experience throughout large areas of the Middle West, is known as *Discussion 66*. An audience is broken up into groups of six, each group electing a chairman whose sole function it is to encourage every member to make his contribution to the thinking of the group as a whole. Next a secretary-spokesman for each group is chosen; the job of the secretary-spokesman is to keep a definite record of questions raised by each person in the group. After organization the group allows itself six minutes to consider questions it would like to raise or views it would like to express. At the end of this time there are a few additional moments in which to assess its findings and agree on the question that best reflects the thinking or the concern of the group as a whole.

Recently I went to Michigan to see Discussion 66 in operation at a conference of one thousand college students who had gathered to attend a religious convocation. In the morning we had the usual thing—a distinguished speaker who came in and with terrific eloquence and gestures transformed a squirming mass of undergraduates into a polite and submissive audience for over an hour. In the afternoon the mass was broken up into groups of one hundred and these in turn into groups of six. The contrast represented at least a hundred years of progress in a single day. Thinking and responsibility became appropriate. The students felt that it was their meeting and their world.

A Global Obligation

SMALL group discussion, then, on a world-wide basis might offer the kind of training ground we need for real democracy. I have not meant to urge this idea as a gadget that would deliver us, presto, from all harm. I cite it only as a possibility for growth in the right direction. We must at all times keep in mind the total need: a world society in which the individual is paramount and in which he is related always to the ultimate objective of consciously realized unity.

The National Congress of Parents and Teachers has no obligation to accept the proposal of any speaker, writer, or pressure group. Its obligation is much greater and is inescapable: to accept the role of social responsibility that a suddenly changed world has thrust upon it. Whatever course the National Congress launches, whatever program it adopts in the thousands of communities where it is a force, its object ought always to be consonant with this new responsibility—to the end that government of the people, by the people, and for the people shall begin upon the earth.

What's Happening in Education?



● Can you tell me to what extent high school courses in homemaking now include instruction in prenatal and child care?—G. A., Jr.

FOR an answer to this question we went to Edna P. Amidon, chief of home economics education in the U.S. Office of Education. She reports:

In 1938-39 when we made a study of home economics in the public high schools of the United States, we found that nearly 80 per cent of the 9,923 schools reporting were offering some work in child development as a part of the home economics program in grades nine to twelve. I would guess that today a considerably larger percentage than this, taking home economics departments throughout the United States, are offering work in child development.

Those interested may wish to write Miss Amidon for the more detailed information that emerged from the National Conference on the Teaching of Child Development, held last January.

I recall a story about the teaching of prenatal care that appeared in one of the home economics journals. The superintendent of a Dakota school system was desperate for a home economics teacher. He tried all the usual sources but to no avail. Then he remembered a teacher who had retired three years earlier to be married. He called on her and said, "Would you come back and teach home economics again? We need you."

"I'd be glad to teach again," replied the young woman, "but I don't think you want me. I'm going to have a child in six months."

"That doesn't make any difference," said the superintendent. "We must have a home ec teacher. You teach as long as you can."

So the young woman went back into the classroom. There she made her pregnancy the heart of

her course of instruction. Some of the girls went with her when she called on the doctor for periodic checkups. They discussed her diet. They talked about the clothes the baby would need. When it finally came time for her to go to the hospital the students were more excited than the prospective mother herself. And a bouncing baby became the climax of a course in prenatal care.

● Is there any sign of a movement to introduce even the most elementary study of advertising practices and economy into the regular high school curriculum?—K. V. W.

SOME blueprints for such courses have been drafted. It remains for the schools to act. The blueprints come from an able group that has been at work for a number of years in the National Education Association building in Washington. This is the Consumer Education Study of the National Association of Secondary-School Principals.

The money to carry on this work comes from an organization devoted to raising standards—the Better Business Bureau. Professor Thomas H. Briggs, formerly of Teachers College, Columbia University, supervises the work of competent educators who prepare study units. Many units now available chart paths for the student, soon to be the consumer, toward wise buying, even of insurance and recreation. One entire unit is devoted to advertising—how to judge what is worth while from the catchpenny lures.

The list of the 35-cent study units, each one a pamphlet, includes *Buying Insurance*, *The Consumer and the Law*, *Investing in Yourself*, *Investing in Your Health*, *Learning To Use Advertising*, *Managing Your Money*, *The Modern American Consumer*, *Using Standards and Labels*, and *Time on Your Hands* (recreation). There is also a general guide—*Consumer Education in Your School: A Handbook for Teachers and Administrators* (60 cents)—which suggests ways and means of introducing consumer education into the curriculum.

Where to put these units poses a problem. History and geography crowd the social studies courses. Home economics reaches only girls. But the principal and teachers who want to make the high school a practical learning place will find

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

ways of introducing the units. Meanwhile parents can help by becoming acquainted with the publications. They can also ask their school systems to give some instruction in advertising practices.

- Where can we find materials to help teach better discrimination of comics, movies, and radio programs as recommended at the annual convention of the National Congress of Parents and Teachers in St. Louis? —H. R. M.

I CAN'T give you an answer at the moment on comics or radio programs, but here's one on movies. It is an outline for motion picture evaluation that comes from Mary Alice Uphoff, teacher of English in Burroughs Junior High School, Los Angeles, California. A teacher doesn't even need to see a particular film to conduct a fruitful discussion guided by the points and questions listed below. (Of course, it will go better if she does see the current film at the corner theater that most of her class will see anyway.)

The outline was reworked at the recent Conference on Communication, held at the University of Wisconsin, by Isabel Kincheloe, curriculum coordinator, and myself.

Can any readers add to this answer from their own experience?

Title and type of picture

Is the name well chosen? Does it keynote the theme of the picture?

What is the type of the picture—musical, straight drama, mystery, horror, western, fantasy?

(N.B. A picture deserves to be evaluated according to the classification within which it falls.)

Credits

Who worked to make this picture?

What producing studio?

What director, and what other pictures has he directed?

What is the source of the film—book, play, original?

Screen writer or writers, and what other film plays have they written?

Musical director?

Others—producer, set designer, cameraman, costume designer, and so on?

Cast

Who are the main characters, supporting characters, minor characters?

Were they the best people to play these parts?

Who else might have played the parts?

Do they make the characters believable, or are they hammy, stiff?

Plot

Summarize the plot in four or five good sentences only. Use the real names of the characters portrayed in the picture, not the names of the actors.

Theme

What is the nature of the conflict in the picture?

What is the main issue? The argument?

Solution

Does the story end in a logical way?

Was it honest and believable as it was worked out?

Does the picture solve issues with blazing guns, rights

to the jaw, or in ways in which people more normally settle arguments?

Evaluation

Was the picture dramatic?

Did it hold attention?

What were the best bits of acting?

Was the dialogue believable? Fresh?

What did you learn from the picture that you didn't know before?

What in particular did you notice about the photography? Settings? Lighting? Sound? Costumes? Music?

What unusual or humorous details did you notice?

How would you rate the picture—excellent, good, fair, poor?

For ideas on what to do about radio programs, turn to the monthly radio page in this magazine. Thomas D. Rishworth, new chairman of the National Congress Committee on Radio, will write the page this year. And as for comics, this magazine will soon supply some very real help in the form of ratings, title by title, of nationally distributed comic books. (*Editor's note:* See announcement on page 13 of this issue.)

- I am one of those who believe that the bill for federal aid to education that is now before Congress is a good one. However, I have read strong statements against it by many well-known, thoughtful Americans. Who is right?—Mrs. F. P. S.

A GREAT many outstanding Americans have also spoken in favor of federal aid to the schools. In fact, the issue has been an important one ever since World War I. Polls show that a majority of our people have been convinced of its desirability. So I hope you will continue to keep your faith in the policy of federal aid long supported by your national organization.

- Do you know where I might write for pamphlets or other publications that tell about aviation and are suitable to use in an elementary school classroom?—R. F. P.

AT LEAST three of the airlines companies have publications especially prepared for school use. Pan American World Airways, education department, will put you on their list to receive the free *World Airways Teacher*. This department will also send you leaflets and pamphlets on the many countries and regions it serves around the world.

United Air Lines has booklets and maps. American Airlines has marvelous charts for which there is a small charge. Ask each of the companies to send you a list of its materials.

Here's another suggestion: *Sources of Free and Low-cost Materials on Aviation* is a fine list that is available free from the Division of Aviation Education, Civil Aeronautics Administration, Department of Commerce, Washington 25, D. C.

—WILLIAM D. BOUTWELL

GROWING UP IN THE U.S.A.

THE U.S.A. in 1949 is not an easy time in which to grow up. True, growing all the way up has never been easy, but there is no denying that certain conditions in our society add to the normal confusion of maturing youth. A thoughtful observer of the American scene and its effect on young people here notes some of the special difficulties that lie in the way of our teen-age citizens.

SIDONIE M. GRUENBERG



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WHETHER one grows up in Samoa, New Guinea, Norway, China, or the U.S.A. the coming of age period has certain characteristics and brings certain problems to every boy and girl. So, too, the adolescent of 1890 was in certain respects similar to the adolescent of today. Growing into adulthood is always accompanied by conflicting feelings—a desire to cling to the familiar, sheltered routines mixed with a desire to strike out for oneself. Far more than we realize, however, the *society in which a boy or girl lives* determines the form and intensity of the storm and stress. The rebellion, discontent, and maladjustment of young people cannot be ascribed simply to the disease known as “adolescence” and dismissed with the prognosis that the patients will recover.

By trying to understand adolescents in the

U.S.A. in the middle of the twentieth century, we should be able to distinguish the problems that all boys and girls everywhere face while growing up from those problems that are uniquely theirs. And if we want to help we must try to see wherein our demands and our attitudes unnecessarily confuse or frustrate our young people rather than support them through a time that is, by its very nature, difficult. We cannot do their growing up for them, their suffering and their learning, but we can help to make this period constructive and profitable—truly a time of growth.

Varied Culture Patterns

LET us look at some of the factors that make growing up in our country today such a turbulent business. We talk glibly about the American way of life, and yet there is very little similarity between the daily lives of an Iowa farm boy and a New York City boy. In New York City itself there is very little similarity between the daily lives of a Harlem resident, a Park Avenue resident, and a Greenwich Village resident. These different ways of living arise from diversities in

**This is the first article in the
adolescent series of the
“Freedom To Grow” study courses.**

cultural heritages, goals, and values. To understand a given adolescent we must therefore know a great deal both about him and about his world. For most young people in America today it can be said that this very diversity is a factor which makes growing up more difficult.

In a simpler culture, in a more homogeneous country, a boy or girl knows precisely what is expected of him as he goes along, and he knows too what he wants for himself. The choices before him are not so great, and each choice is therefore easier to make. Here, though a boy or girl may in fact lead a restricted life and have very few choices that are actually his own, he *feels* that he is free to go this way or that, to make for himself the kind of future he wants. For the environment of most young people today does not consist merely of family, church, and school. Movies and newspapers have had a tremendous influence on the lives of all of us—widening our horizons, if you like, but also in many cases giving false or exaggerated ideas of “the world outside.”

Right in their own communities, too, many boys and girls see families leading lives quite different from their own, holding up traditions and goals unlike the ones they have been taught to value in their homes. These they may yearn toward or they may despise, for learning to take differences without prejudice is difficult for the immature.

The task of parents and teachers, then, is one of interpretation and guidance. A superficial plea for tolerance is meaningless and likely to be ineffective. That somehow implies the feeling that we “tolerate” those who are different—and consequently inferior!—to ourselves. What we need is a genuine acceptance of the fact that differences in ideas, customs, goals, and standards are normal and inseparable parts of our heritage, just as are differences in politics, religion, economics, and art. Most important of all, we must help young people truly to understand that being different does not necessarily mean being better or worse.

For teachers the task may be relatively simple. Parents, however, find themselves in an extremely delicate position. They can no longer say what parents of a few generations ago said with such conviction: “Our way is the right way; those who disagree with us are ignorant or wicked.” They want to pass on their own ideals, but without disparaging those of others. Certainly they should try to inculcate their own standards and ideals in their child but in such a way that, as he grows up, he will feel free to make up his own mind on important issues.

Prolonged Economic Dependence

WITH the raising of our educational level, with the proportion of young people in high schools and colleges almost tripled since World War I, “coming of age” has been postponed nearly a decade. In the early days of our country boys and girls of sixteen and seventeen were considered men and women. Those in rural communities were marrying and setting up their own farm households. Young men in towns and cities were either apprenticed in some trade or profession or taken into their fathers’ businesses. True, they often had to wait until they were self-supporting before they married, but they were made to feel at an early age that they were contributing members of the adult community—adults in their own right. Young women usually married at the age of today’s high school or college girls.

In the long run, of course, we expect the additional educational facilities to pay off in many ways advantageous to the community as well as to the individual students. In fact, it is the privileged sons and daughters of the middle class who enjoy the prolonged period of economic dependence. Where there is poverty or want, boys and girls are forced to grow up quickly and contribute in whatever ways they can to the family welfare. One of our goals must be to provide a good education for every boy and girl according to individual ability, but another goal must be to recognize the problems brought on by prolonged economic dependence and to solve them as effectively as we can.

Subsidized education, which was long considered to be an impractical dream, has become a rewarding experiment in the G.I. Bill of Rights. College presidents and professors across the country have



© Werner Wolf-Black Star

been impressed by the excellence of the veteran students. Yet even if the subsidy is impersonal, as under the G.I. Bill, young people are deeply troubled by the fact that they are still dependent, still preparing for life at an age when they believe they should be sharing in it and contributing to it. Feeling themselves in that position, being treated by their elders as not yet "of age," slows down the emotional maturing and, worse still, brings about emotional conflicts. Whenever parents themselves provide the subsidies, the conflicts and emotional storms are of course even more violent.

Prolonged Emotional Dependence

WHERE young men and women are forced, whether for good reasons or bad, to lead the lives of boys and girls it is natural to treat them as boys and girls and for them to think of themselves as boys and girls. Nevertheless they feel within themselves maturing powers and abilities; they feel, too, the desire to develop and express these powers. Young people need a chance to earn money, and they need a chance to do useful, adult work. But just as surely they need an ever increasing independence, a freedom to grow and experiment, to decide, and to learn for themselves.

Overprotection or overlong protection or close supervision is a fault far too common in the parents of today. These parents are *depriving* their children of something important just as genuinely as are parents who fail to give their children the food they need or the love they need. The effect of prolonged supervision is brought out in a study of five hundred and twenty-eight adolescent boys and girls with respect to their relationships with their mothers. (The study is discussed in *Adolescence and Youth* by Paul H. Landis, published in 1945 by McGraw-Hill, New York.)

Here is a representative list of complaints made by girls against their mothers:

- Objections to their going motoring at night with boys.
- Scolding if school marks were not as high as other students'.
- Insistence on the eating of certain foods.
- Insistence on the taking of a brother or sister wherever they went.
- Insistence on exact accounts as to how money was spent.
- The mother's absence from home and the spending of much of her time at bridge parties.
- The holding up of a brother or a sister as a model.
- Refusal of permission to use the car.
- Criticism of personal manners and habits.
- Interference in the choice of friends.

A comparable list of the boys' complaints follows:

- Refusal of permission to use the car.
- Insistence on the eating of certain foods.
- Scolding if school marks were not as high as other students'.
- Insistence on exact accounts as to how money was spent.
- Criticism of table manners.

Criticism of personal manners and habits.

The holding up of a brother or a sister as a model.

Objections to their going motoring at night with girls.

Refusal to permit them to follow their own choice of vocation.

Complaints about dirtiness of hands or neck or fingernails.

Other sources of friction for both boys and girls were the parents' refusal to let them take preferred subjects at school; parents' worry about health; and parents' teasing about choice of friends.

This refusal on the part of so many parents to let their children grow up and this passionate insistence that their sons and daughters have only the best is due in large measure to a relatively recent phenomenon.

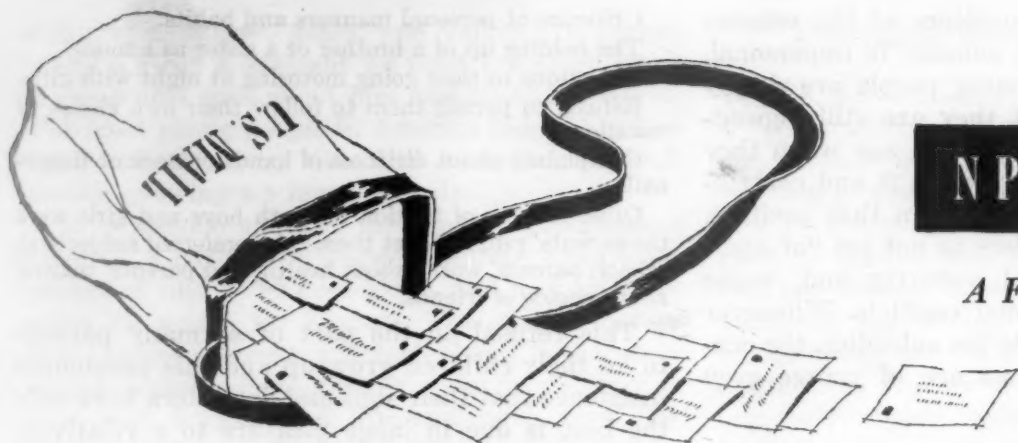
Small Families

IN THE days when families of six to a dozen children were the rule rather than the exception, every family expected to have a black sheep or two. Today few parents feel that they can "afford" even one black sheep. The two-child family has become so common that in many circles astonishment is aroused when a couple produces three or four. With few children taking the place of a whole brood, parents naturally have a different attitude toward those two or three. Not only have the parents more time and emotion to spend on each one; they now pin on those few all the hopes that they would otherwise have distributed among several.

In an old-fashioned family the parents would get different kinds of satisfaction from their different children. They would be proud of the son or daughter who made a mark in the outside world yet would derive more comfort, perhaps, from the less brilliant ones who maintained a closer relationship with them. If one son showed a disappointing lack of interest in the family business or the family farm, there were other sons to carry on instead. If one daughter married unsuitably or not at all, there would almost certainly be *some* daughters to provide grandchildren for the delight of their parents' later years.

It would be unrealistic to imagine that old-fashioned families were free of troubles, rivalries and jealousies, but few children suffered from a complaint very common nowadays—that of parents' expecting everything of *every* son or daughter. Today we parents have to realize that opportunities for young people to try themselves out in various activities and relationships do not come to them as a matter of course. We are therefore challenged to use all our resources to create such opportunities, so that the advantages we have been able to offer our youth do not defeat our purposes.

See outline, questions, and reading references on page 35.



NPT Quiz Program

*A Family Counseling
Service*

GUEST CONDUCTOR: DAVID B. TREAT

Director, the Clara Elizabeth Fund for Maternal Health, Flint, Michigan

WHAT should we—as earnest, sincere parents—teach our four-year-old son and our six-year-old daughter about religion?

★ If you are earnest and sincere parents you have already done some indirect religious teaching of a very important kind. Your attitude and that of your husband toward one another and toward the children—expressing love, tenderness, affection, and unselfishness—have given them those feelings of being wanted and being loved that are basic in any living religion.

No one teaches very effectively unless he is reasonably sure that he knows what he believes. My first suggestion would be, therefore, to write down quite simply what you do believe. If you have doubts about God or the church or life after death, get some help yourselves. Remember that what you believe determines your answers to your children's questions. Another important fact to bear in mind is that the way we face life's day-to-day experiences depends on our sense of values, the goals for which we are living.

As parents most of us believe that religion can do certain things for us. It can help us meet new situations. It can help us get along with people. It can build character. It enables us to develop a real faith. If we know what we want our religion to do for us, then we will be able to teach our sons and daughters the important things.

★ ★ ★

ONE of my youngster's teachers puts much emphasis on his need to master "the essentials." Another says, "Oh, just let him follow his own interests." Frankly, his father and I are confused. We want our son to be a normal boy, with a normally good education. Is one of the two teachers right, the other wrong?

★ Naturally, both teachers are right except that, as you imply, the emphasis in either case may be overdone. Although I do not want to add to your confusion, there is still another viewpoint considered by many of us as being very sound. It is this: At every age, whether infancy, early childhood, youth, or adulthood, a person has certain "developmental tasks" to perform. If a



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baby succeeds in adding new foods to his diet or if a six-year-old makes friends or if a twelve-year-old accepts calmly the changes of his body from childhood into maturing adulthood, then each will go on to the next task a happier, more effective person. If he fails, then the next important developmental tasks will be more difficult.

You say you want your son to be a normal boy. That objective should be the goal of all parents, but we too have our developmental tasks. We have to accept our children at different stages. We parents have to adjust ourselves to each other. Even grandparents have developmental tasks.

Just learning the essentials isn't enough; just following one's own interest is not sufficient either. But perhaps this concept of developmental tasks will help you to combine the viewpoints of both your son's teachers.

★ ★ ★

I HAVE a daughter who is nine and in the third grade. Why do I have so much trouble answering her questions about sex?

★ In my experience I have found three main reasons why we parents have this difficulty. In the first place, we frequently do not have the right vocabulary to use. We need to learn the "good" words. Unfortunately the short three-, four-, and five-letter Anglo-Saxon words that have for generations been the common ones are not usable in talks with our children. The scientific words of biology, physiology, and anatomy must be learned instead because they do not have shaded meanings.

The second reason for our difficulty in answering the questions that children of any age ask about sex is that we do not know the basic scientific facts, and we feel unable to answer with accuracy. We must, then, go to sound sources of information and learn the facts so that we can interpret them clearly and simply.

The third stumbling block is our own emotions. Some of us have been hurt, and we want to protect our children from similar injury. Again, we feel so close to them and we love them so much that we find it difficult to be objective. It is often easier and better to have some specialist talk with both parents and children about reproduction and birth than to feel that we must take the full responsibility.

There is one caution that I would like to give all parents: Don't tell too much too soon. Short, simple, honest answers are usually all that is necessary. Most children are not interested in the details. Books like *New Patterns in Sex Teaching* for parents and *Being Born* for parents and children—both written by Frances Bruce Strain—will help with the three persistent problems I have mentioned.

★ ★ ★

IN a ninth-grade class in family living one fourteen-year-old asked, "Why do our parents tell us not to do the things they did when they were kids?" Well, why do we?

★ Of course, the first answer is that we want to save our children the trouble in which we sometimes found ourselves. But we may be guilty of giving them the wrong impression. Occasionally we get into a predicament by boasting to friends, in front of our children, about our childhood pranks.

We never actually make a statement like this: "I stole watermelons when I was a boy, but you must not." Yet we convey the idea that we were pretty smart in some escapade or other. Frequently we demand greater perfection from our own offspring than we should have expected of ourselves.

Telling children not to do things is ineffective guidance anyway. They need positive direction, help in finding out what they can do that will give them normal satisfactions and genuine fun. Our years and our experience should enable all of us parents to be good social engineers.

Problems in the *Parent-Teacher*



© Ewing Galloway

THE home and the school are physically separated units, but in the psychocultural life of the community they are interrelated agents. The child's interest in school and his success as a member of the school society are affected by the relationships in his home. Similarly the social meanings, interests, and attitudes he learns in school produce changes in the way he behaves at home. The kind of mental and emotional living experienced under the guidance of his parents and his teachers shapes the child's emerging personality. Thus the safeguarding of his mental health is an important responsibility of both parents and teachers—one that requires continuous effort and cooperative understanding.

No Fruits Without Roots

PROBLEMS between parents and teachers do not arise without cause. Usually they develop in situations where either the parent or the teacher

acts hastily without adequate information, and with an emotionalized attitude. Non-cooperative and unsatisfactory relations between parent and teacher may have their beginning in the psychological behavior of the teacher, but it is just as likely that the parent's conduct or attitude makes cooperation difficult. In many instances there is a lack of helpful give-and-take on the part of both parent and teacher.

If a satisfactory solution is to be found, there must be mutual desire and effort to define the problem, to determine the underlying causes, and to find a satisfactory solution. Many problems can be forestalled or readily corrected if teachers

and parents will apply certain principles of human psychology in their home-school relations.

A parent, for example, is less likely to interpret a teacher's actions inaccurately when he is aware of one simple fact: that the living person who is the teacher, and to whose words and gestures the parent reacts, is not the same person as the teacher created in that parent's mind. True, his mental image may be an appropriate one if there has been meaningful and informative communication between the two. But when communication is one-sided or inaccurate, a biased or distorted creation is the result. The parent controls the use of his psychological lens.

The teacher engages in a similar mental process when he meets and talks with the parent. He attaches his own meanings and feelings to the parent's words and gestures. But, again, in so doing he should be mindful of the fact that the parent he visualizes exists only in his imagination. Let him then project himself into the role of the par-

Relationship

ent, and relations are bound to improve. It should be fairly easy for a person with professional preparation to hold an objective attitude, to be a helpful listener, and to observe how his own psychological behavior is reflected in the reactions of the parent. At any rate an honest endeavor to do so counts for a good deal in the cultivation of understanding between parent and teacher.

Parent-teacher relations represent, in other words, a two-way process in personal behavior. Either the teacher or the parent begins the interacting situation, supported or handicapped by learnings from previous experience. The initial expression or response starts a series or chain of new psychological responses in which each thought and feeling is affected by what has gone before, and in turn affects the nature and direction of the interpretations and expressions that follow. Thus the content and emotional tone of the parent's first questions or statements immediately awaken certain thoughts in the teacher: *Here is a typical mother, come to take up my time. . . . What is the real reason for this visit? . . . Mr. Brown is criticizing me as a teacher. . . . Now I know why Jim is so difficult in class. . . . I am glad to have a chance to talk with Mary's mother.*

In just the same way whatever the teacher says helps to fashion the thoughts and feelings that arise in the parent's mind: *She is just like all teachers. . . . This teacher is on the defensive. . . . I didn't realize Jim's teacher was so nervous. . . . I know now why my boy likes his teacher. . . . I like this teacher, and I know my relations with him will be helpful and pleasant.*

WHEN Bobbie's teacher and Bobbie's mother just can't get together on matters affecting Bobbie's welfare, whose fault is it? That's a natural question. But wait a minute. Perhaps it's not a fault we should look for, but a cause. And perhaps the clue may best be found not by checking up on the personal traits of two people but by exploring the fruitful field of human relations.



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This is the first article in the elementary school series of the "Freedom To Grow" study courses.

The initial two or three minutes of the visit may be the beginning of a genuinely cooperative experience between the parent and the teacher, or, again, it may be just the opposite.

Some Odd Ideas and How They Grow

EACH problem of this kind has a unique personal history. All behavior, in child or in adult, is caused behavior. There are parents who feel ill at ease or who have a feeling of academic inferiority when approaching the teacher. These parents may be unable to explain the origin of their feelings, but in most cases their emotionalized attitude is not directed toward the teacher as a person but toward teachers as a group.

Such a subconscious forgotten fear or dislike of teachers was learned in childhood. The teacher who asks all the questions and knows all the answers, the teacher who is competent in the subjects he teaches but does not understand children—these may produce in a child mental and emotional reactions that later affect his own behavior when as a parent he visits the school. Parent-teacher relations really begin in childhood. Today's teachers are forming the attitudes of tomorrow's parents.

There are parents who refrain from visiting school because they fear that their purpose will not be understood and that the teacher's relations with the child will be changed unfavorably. This idea may have been acquired from conversations with other parents or from something the child himself has said. In some instances the idea is traceable to an unhappy experience the parent had when he was a child and his own father or mother visited the school.

Then, too, there are parents who have difficulty conferring with teachers because they are sensi-

tive to differences in economic status, cultural background, or religious beliefs. Each type of problem represents a way of behaving that has been learned. The underlying cause must be analyzed and the harmful ideas corrected before desirable parent-teacher relations can be developed.

Problems also frequently arise when parents depend solely on the child's appraisal of his teacher or of his work in school. Self-conscious in their role of protector, they strive to defend or to justify their child's behavior without hearing from the teacher. Display of such an attitude may cause the teacher to resent the parent's visit.

Another source of unsatisfactory parent-teacher relations is the idea prevalent in some circles that since the schools are financed by public money parents are justified in making many requests for miscellaneous services from the teachers. This is all wrong, of course. Teachers are members of a profession. They serve the public, but they are not servants.

Some parents, because of the complexity of their own lives, seek to delegate to the school full responsibility for the child's education. They expect the teachers not only to discipline a child even with respect to what he does outside of school hours but to instruct him in cultural and ethical values that they, the parents, are unwilling or unable to teach in the home. In such cases a heavy responsibility rests upon the teacher, with little or no cooperation from the home.

This is indeed a deplorable state of affairs, for the education of the child in a democracy calls for maximum cooperation on the part of home and school. Where noncooperative relations have been permitted to develop, the child pays the penalty.

From the Teacher's Point of View

THE absence of suitable provisions for conferences or visits in the school itself may retard progress in effective parent-teacher relations. Each school should provide an attractive room where parents may confer privately with the teacher if the visit is made during the time the children are in school. Also, relations may be improved if arrangements are made for parents to call on the teacher when no pupils are present.

Parents should be cordially received, too, when they visit the school office. This is likely to be their first stop, and an unfriendly or indifferent reception may discourage their making a second visit. Let it be remembered always that the primary characteristic of a good school is neither physical nor tangible. It is the quality of personal relations shared by the staff, the pupils, and the parents.

Another problem in parent-teacher relations that deserves corrective action is the heavy load

that many teachers are obliged to carry. When a class has more than twenty-five pupils, the teacher is kept so busy guiding the activities of the children that little time is available in which to be helpful to parents. So great are the demands that by the end of the school day the teacher is mentally fatigued and in need of restoration.

It must further be stated, with keen regret, that today the general attitude of the public toward teachers is not such as to encourage good home-school relations. The press, the screen, and the radio do little to advertise the significant contribution that teachers make to the cultural upbuilding of the young. More often they depict the teacher in a humorous or unattractive role. This is most unfortunate, for the attitude of all the citizens in a community effectively determines relations between parents and teachers.

The influence of teachers on the mental and emotional development of the child is second only to the influence of parents. In fact, there are many homes in which the influence of teachers is more helpful to the child than that of the parents. Some day, perhaps, teaching will be regarded as comparable in social value to other professions, such as medicine, law, and dentistry. When that day comes, the gain will be great. More young people of balanced personality and mental acumen will enter the teaching profession, and some of the problems that plague us now will disappear.

Help Through the P.T.A.

THE unprecedented increase in the school population in recent years presents many crucial problems. One of the most pressing of these is the need for improved home-school relations. There is only one way to solve the problems. That is to take such measures as will give parents and teachers an understanding of the psychological factors involved in parent-teacher interaction.

The local P.T.A. provides both opportunity and the means for a cooperative study to determine just where the problems lie and what kind of active program will eliminate the contributing causes. At general meetings and in study groups the psychology of human relations should be emphasized. The fourth R in the elementary school, as essential to the child's mental and emotional health as "Readin', 'Ritin', and 'Rithmattick," is human Relations. The foundation for democratic living for the child—in the school and in the home—is a high quality of parent-teacher relations. Each individual creates his own interpretation of the kind of home-school relations he desires for his child. What the parent or teacher wants for one child should be his goal for all children.

See outline, questions, and reading references on page 34.



Poetry Lane

The Heart Is Eased

The sun had burned out the days of many years
Before I turned to music for its tonic
Of strength and its soothing rhythm. Then it was
I remembered how a baby would change its tears
To smiles when its mother hummed a lullaby.
Music eases the heart as the tired body
Is soothed by the softness of a bed.

—LANSING CHRISTMAN

By Starlight

Mournfully clear
In September hills,
The whippoorwills:
That's to banish fear.

And the firefly
Impressing the dark
With his bit of a spark:
That's to put the lie

To the awe and fright
Of a child going by
Under such a sky
On such a night.

—MARION M. MADSEN

The Rebel

There are days when the best of country boys rebel,
There was that morning early in the month of May
When he shed his clothes against his mother's warning
And felt the shock of cold pond water
On his bare skin;
There was trout-season opening day
When he played hookey from his one-room school
To catch his "limit"—and something else
When he got home!
Then on a day in August, perfect haying weather,
He dropped his bull-rake, saying "Leave it lay"
And short-cut home—*tramping through the mowing!*

It only needs such heavenly days to rout
The loyalist, and bring the rebel out!

—MARY GRANT CHARLES

Feeding the Calves

Boys are the ones to bring up calves;
They do it for father at the halves.
A bull calf is a special test
Only a boy can handle best.
He has more will than sense or mind,
A boy can match him, kind for kind.

The weanling shoves his eager nose
Too deep in his gruel, and he blows
The small boy white with his surprise.
But the boy wipes out his patient eyes,
And he puts two fingers in
The calf's mouth, two below his chin,
Keeps him from drowning in his dinner
As he drinks. The four-legged sinner
Stabs his tail out straight for joy,
Making a nurse out of a boy.

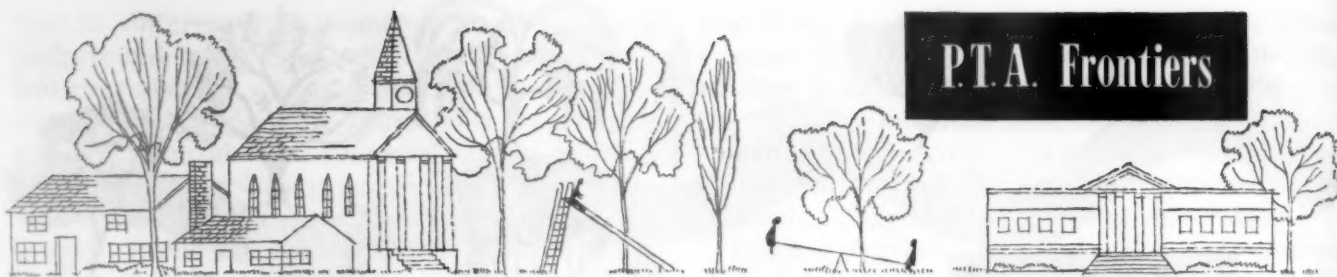
The older boys bring home star-eyed
Calves that have learned to graze, with wide
Legs trying to serve as brakes to check
Their speed and save their arms and neck.
One boy comes whistling on his stern
Because the rope has got a turn
Around his leg, his trousers burn
Right up to the supper pail.
Each calf with horizontal tail
Dives into his gruel. Pails upset,
Boys and calves are tangled wet
In chaos of tails and overalls.
But hunger's slaked, each stiff tail falls,
The little bulls and heifers go
Fat and meek in a gentle row
To the tie-up, and they stand and chew
New cuds of grass as old cattle do.

—ROBERT P. TRISTRAM COFFIN

Lost Voyages

The time for going slips by us while we dream.
The grass, still silver where the visions passed,
Turns brown. The air grows cold, the stiff leaves fall.
And all we lived so bravely in the mind
Dissolves. Then shivering, we turn for home
And wake to realize home was long ago.
And we must make a shelter for ourselves.
Uncomfortable world! Dissatisfied
With what we're born to, crazy to be free,
We take our dreams and say good-by and go.
Only to find it is our turn to build
And feed the fire, and keep the larder filled.

—VIRGINIA BRASIER



Inside Germany: A Report from the Giessen P.T.A.

OUR year began with a jinx. No sooner would we elect a group of officers than the Army would transfer their husbands to the States or to other places in the U.S. Zone of Germany. In one tragic instance it was the death of a husband that caused a wife to return home. For a time it seemed that at every meeting we'd need to have an election of officers along with the other business. Eventually, however, our luck changed, and we were able to elect a durable set.

With this air of permanency to stimulate me, I took opportunity at our third meeting to read the theme for the year: "To establish a closer and more understanding relationship between the home and the school by promoting such activities as will make for a better organization of parents and teachers and thereby foster the better and more sympathetic training of our children." I held my breath and waited for approval or disapproval. The theme was accepted unanimously.

Perhaps I should explain that Giessen is a small city on the Lahn River in southwestern Germany less than fifty miles from Frankfurt. At the time of that meeting the teaching staff in our school for children of the American Occupation Forces consisted of two teachers who had the insurmountable task of teaching all eight grades. So one of the first things our parent-teacher association did was to confer with the school board representative about the possibility of adding another teacher. Our plea was well received, and before long a third teacher was employed.

Funds and Benefits

THEN came the problem of deciding on a broad-scale project for the year. After much discussion it was agreed that the best thing our P.T.A. could do would be to add to our children's school life some of the necessities not provided for in the school budget. This sort of project requires money, of course, so we immediately formed committees to plan the activities for the current year.

Most of the members thought that our first

money-raising effort should be a cake sale held at one of the military *Kasernes*. We knew the venture would be successful because soldiers always enjoy home-cooked food. From here the ways and means committee took over; they made all plans.

Everyone was enthusiastic and willing to work hard. When the day of the sale arrived there were so many large, beautiful, and delicious cakes that it seemed as if every mother had tried to outdo herself. The soldiers caught the spirit of our enthusiasm and fairly swamped us. In one hour we had sold out completely and were richer by \$239!

Next we gave a series of Christmas parties, planned by the room mothers, for all the age groups in the school, with games and refreshments appropriate to each group. These parties seemed to kindle the Christmas spirit throughout the school. Shortly afterward some of the children voluntarily sang carols at the American Youth Activities Center and from there were launched into many other holiday festivities.

With Christmas over, it wasn't too soon to begin planning our Founders Day program and our next cake sale, for the purpose of buying a much needed gift from our P.T.A. to the school. About this time, too, the teachers told us of a shortage of paper towels, so we undertook to supply them.

The days passed all too quickly, with so many activities afoot, and on February 5 we had our second and final cake sale at the military *Kaserne*, scene of our first success. This time we had many more cakes, and pies and cookies as well, but in two hours flat everything had gone and we were left with \$302. We thought we must be the proudest parent-teacher members in the whole world!

A committee had made a careful and thorough survey of the school and its needs. This committee reported to the association that though many pupils liked to read, the school library was far too inadequate to satisfy them. Our contribution, then, would be books. We hastened to put in our order so that they would be in the children's hands before the end of the school year. Fortunately there were no obstacles. The books arrived

in good time and were most eagerly welcomed.

Then we found that in the various grades there was a serious shortage of workbooks. Sometimes two children even had to share the same one. To eliminate this undesirable situation we set aside a sum of money sufficient to purchase workbooks for all the children. For the boys and girls in the lower grades we also bought games, paints, scissors, and construction paper so that each one might give full expression to his creative ideas.

Two and Fifty-two

ON Founders Day we always observe two birthdays—that of the National Congress of Parents and Teachers and that of our own Giessen P.T.A. This was our second anniversary and the Congress' fifty-second, and we had a gala celebration. First there was a timely program paying homage to the Founders and after that a social hour during which many wishes for the prosperity of both the national and local organizations were offered. The birthday cake was a work of art, frosted in pink and white and bearing the words "Happy Birthday to the National Congress and Giessen P.T.A." When the refreshments were over, the parents visited the classrooms, talked with the teachers, and inspected the pupils' work.

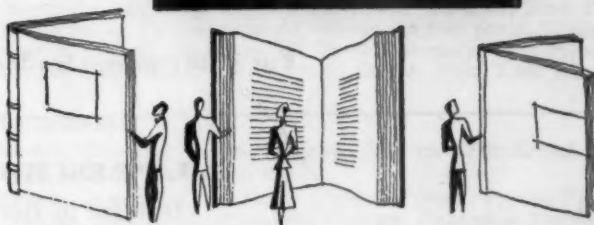
At our April meeting we had a group of special guests, the parents and teachers of children in the local German schools. Each one was given a mimeographed sheet containing a brief history of the National Congress, a history of the Giessen P.T.A., a list of the year's activities, and an outline of this particular meeting, with the subjects to be discussed. All this had been translated into German. To our surprise, however, we found that many of our guests spoke English fluently and could read it equally well. They were therefore able to take an active part in the meeting. At the close a spokesman for the group thanked us and expressed a desire to return. Before they left, our guests made an inspection tour of the school.

The final project of the year was the annual school picnic—a lighthearted climax to the activities of 1948-49 and also a gay and joyous occasion for every school child.

It was a busy year, busy with carrying out plans made in the fall to fulfill the purpose expressed in our theme. Now that it is over, we feel justified in looking back upon those months with satisfaction. We believe we have gone far toward establishing a real unity between home and school. We have fostered projects that have brought parents and teachers together and thus provided for the more sympathetic training of our children. Truly our dream (and theme) of September became a reality in June.

—BARBARA WYER

Books in Review



NEW WAYS IN DISCIPLINE: YOU AND YOUR CHILD TODAY. By Dorothy Waller Baruch. New York: McGraw-Hill, 1949. \$3.00.

MODERN parents and teachers who have lost faith in the old system of corporal punishment are constantly seeking a middle ground that will correct behavior without hurting personality. This book puts the findings of psychology at their disposal.

Because actions spring from feelings it is important to bring the feelings honestly to light where they can be directed into approved channels instead of being sent underground. Nor are the child's feelings the only ones involved; the grownup who administers the discipline may find his own emotions getting out of hand. In that event, Dr. Baruch sensibly suggests, frank acknowledgment on both sides will foster friendly understanding.

New Ways in Discipline is about the things children do and the feelings everybody has. If its sound observations are taken to heart, there will be fewer misunderstood children and many more self-confident grownups.

AMERICAN EDUCATION AND INTERNATIONAL TENSIONS. By the *Educational Policies Commission*. National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C. 25 cents.

THE twenty eminent educators who serve on the Educational Policies Commission are agreed that present postwar tensions are likely to last well beyond midcentury. They are therefore concerned to define the responsibility of the school in fitting boys and girls to take a responsible part in this perturbed world, and as a result of their deliberations recommend that urgent attention be given to these three broad topics:

1. Ability to recognize and reduce the lag between social change and technological advancement.
2. Devotion to the ideals of peace and realistic efforts to promote international cooperation.
3. Ability to understand and meet the ideological challenge of totalitarianism. (This implies instruction in the meaning of Communism without advocating Communism itself.)

Here is a statesmanlike report that combines realism with idealism. It should command the vital interest of all thoughtful men and women.

CHILD GROWTH AND DEVELOPMENT. By Elizabeth B. Hurlock. New York: McGraw-Hill, 1949. \$2.60.

WHAT babies are like, how they grow, and the kind of care they should receive are among the most important subjects a high school boy or girl can study. Miss Hurlock's welcome textbook—another in the publisher's admirable American Home and Family Series—discusses the newborn baby; how the normal child grows, physically and emotionally; the problems and habits of the young child; and the needs of his developing personality.

In a few years' time the boys and girls who now read this book as a school assignment will be founding families of their own. They will then have reason to be grateful for its help in making them ready for intelligent parenthood.

Freedom To Grow...

Study Course Outlines

For study group leaders and program chairmen

I. PRESCHOOL CHILDREN

Directed by Hunter H. Comly, M.D.

• Preventing Emotional Problems. (See page 7 of this issue.)

Pertinent Points for Discussion

1. What basic needs of the young child must be met if he is to proceed normally, without being deprived or stunted, through successive stages of emotional growth?
2. Dr. Shirley lists the goals every intelligent parent hopes his child will reach at maturity. What are they?
3. Explain the difference between aggressiveness and hostility. What value does aggressiveness have in our society? What usually happens to a child who carries with him an accumulation of anxieties and hostilities?
4. Dr. Shirley stresses how fortunate is the child whose parents have confidence in his potentialities for attaining normal emotional maturity. Parents of less fortunate children show their underlying distrust in many ways. For example, when leaving the child with a sitter for the evening they say "Now be a good boy!" How much better it is to extend an invitation to "Have a good time." In what other ways do parents reveal a fundamental lack of confidence in their preschool children?
5. The emotional needs of children are harder to define than are their nutritional needs, and there are no convenient measurements. Yet the alert parent can often sense what is wrong by his child's reactions. In what ways does a preschool child indicate that he is anxious or hostile? From the physiological standpoint? From the standpoint of his outward behavior?
6. Barbara, aged two and a half, had been able to control her bladder for about six months and was in good physical health. Suddenly she began to wet her bed at night. Although her parents began getting her up once a night and restricting fluids at bedtime, the wetting continued. When she was scolded about it she insisted that the bed had been rained on. Her father began rising earlier than usual to "catch her," but nearly always found the bed wet. Soon Barbara began to wet herself during naps and then during play. After about six weeks the parents sought professional help, saying they had tried everything short of spanking. The mother remarked casually that their eight-weeks-old puppy was "too little to be housebroken" and that Barbara had bitten his tail more than once.
 - a. How did Barbara's parents show their distrust of her?
 - b. How did the child show her anxiety and hostility?
 - c. Dr. Shirley reminds us that children are not little adults and do not think like adults. Did Barbara think of the puppy as a puppy or as a rival for her mother's affection?
 - d. How might the example of the puppy have influenced Barbara's behavior?
 - e. What measures might Barbara's parents take to give her more assurance of their love? What goals of accomplishment should they set for her? When should they expect the bed wetting to improve?
 - f. How might the factor of Barbara's growth be expected to influence the problem? The puppy's growth?
 - g. How can her parents help Barbara to express her feelings in a more mature way?

7. Why are tensions such a threat to the building of a free society? Characterize the emotional make-up of a mature, creative, and democratic person.

Program Suggestions

SINCE the ideas and principles elaborated by Dr. Shirley are so important to the entire year's study of "Freedom To Grow" at the preschool level, an informal group discussion would be the most profitable form of program for this first meeting. The leader could present the above points, one by one, steering the discussion of each into fruitful channels.

After the problem of Barbara and her bed wetting has been considered, the leader may describe another common problem revealing some basic unfulfilled emotional need in a young child. Many such instances may be found in the references below.

Instead of more case histories, however, it would be interesting to show a film and discuss it in the light of Dr. Shirley's article. Any one of Dr. Arnold Gesell's series dealing with the first five years of life would be appropriate. (Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.) Other good films (all about 30 minutes) are *Your Children and You*, British Information Services, 30 Rockefeller Plaza, New York 20; and two Vassar College child study films: *Let Us Grow—in Human Understanding*, Harmon Foundation, 140 Nassau Street, New York 7, and *Meeting Emotional Needs in Childhood*, New York University Film Service, 26 Washington Place, New York 3.

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- Weinfeld, Gustave F. "If Habit Training Goes Awry," September 1947, pp. 11-13. Study course outline, p. 34.

II. CHILDREN IN ELEMENTARY SCHOOL

Directed by Ralph H. Ojemann and Eva H. Grant

• Problems in the Parent-Teacher Relationship. (See page 28 of this issue.)

Pertinent Points for Discussion

1. What principles of human psychology should be applied in building close and creative home-school relations?
2. Describe the mental image of the teacher that too many parents still carry around with them. Even if this image is a subconscious one, how does it affect a parent's approach to his child's teacher?
3. Explain what Dr. McSwain means when he says that the general attitude of the public toward teachers is not such as to encourage good relations between home and school.
4. What can the P.T.A. do about the following conditions that keep parents and teachers from becoming friendly?
 - a. Mothers who have full-time jobs outside the home.
 - b. The shortage of baby sitters.

- c. Foreign-born parents who cannot speak fluent English.
- d. Lack of a suitable place for parents and teachers to meet in the school.
- e. Discrimination (on the part of either the parent or the teacher) in favor of certain social or economic groups in the community.
- f. Parents who are jealous of their child's affection for his teacher.
- g. Teachers who derive emotional satisfaction from an overly strong attachment to their pupils.
5. Why is it so essential that parents know what their children are being taught and have standards by which to judge the effectiveness of such teaching?
6. Why is a progressive local P.T.A. so well fitted to bring parents and teachers into an understanding partnership? List some specific P.T.A. projects that lead in this direction.
7. Discuss the values that are to be found in successful home-school cooperation—values for the child, for the parents, for the school administrators, and for the community as a whole.

Program Suggestions

A lively panel or round-table discussion made up of parents and teachers would clarify certain important misconceptions and suggest good ways of attaining closer collaboration between the child's home and his school. An attempt should be made to bring into the open the negative feelings so often held by parents and teachers toward each other. Once these are understood, many emotional blocks in the way of friendly relations can be eliminated. After the discussion the entire group could draw up a list of activities that promote favorable parent-teacher relations.

The panel or round table might be preceded by a brief talk on the value of interviews between parent and teacher, with emphasis on modern techniques that have been evolved to make such interviews mutually satisfying. A child guidance specialist,

a school psychologist, a school principal, or the superintendent would be able to handle the subject adequately.

The following films will stimulate discussion of this month's topic: *Guidance Problem for School and Home* (18 minutes, sound), Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York 27, New York; and *Learning To Understand Children* (in two parts, 21 and 23 minutes, sound), McGraw-Hill Book Company, Text-Film Department, 330 West Forty-second Street, New York 18.

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- Storen, Helen F. *Laymen Help Plan the Curriculum*. Chapter 3, "Participation Brings Problems." Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1946. (Pamphlet, \$1.00.)
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III. ADOLESCENTS

Directed by Sidonie M. Gruenberg

• Growing Up in the U.S.A. (See page 23 of this issue.)

Pertinent Points for Discussion

1. This article suggests some ways in which home and community can better understand the adolescent and help him achieve adult status. What opportunities to take part in community life does your neighborhood offer young people? How can the P.T.A. extend these opportunities and encourage adolescents to make the most of them? Does the employment of young people whose parents can support them adequately mean taking jobs away from the needy?
2. What considerations should we take into account when deciding how much spending money a child should have? Should a teen-ager be expected to earn his pocket money, or should he receive an allowance? Should a child be paid for doing chores at home? For neighborly services such as baby sitting?
3. Youth's new powers, during this period of promise and of hazard, bring with them new problems of adjustment. Our article tells us that criticism by parents is often irksome to adolescents. Does this mean that young people should never be corrected or restrained? What pointers can we set down to help us decide when our children need our aid and advice and when they need freedom to work out their problems on their own?
4. How is family life today different from the times of our youth? How may these changes make growing up in the U.S.A. today different from the way it was in our own adolescence? How may these differences affect our ability to understand and deal with our children? Do we perhaps need also to remind ourselves that as the youth struggles to find his place in society, the grownup faces the difficulty of adjusting to him—to his new ideas and above all to his insistence on challenging many a problem that his elders had laid aside?
5. The problems of youth are those of the adult also, and in an honest effort to understand our young people we should attain a better understanding of ourselves. When an adolescent's standards of behavior differ from our own, how can we determine whether he is on the wrong track and needs to be checked or whether we need to modify our views?

Program Suggestions

TACT is needed in any discussion of adolescents. As this article points out, young people do not relish personal criticism. They are likely to feel uncomfortable or resentful if they know they are being talked over by their parents and other grownups.

Why not bring the young people themselves into the program, let them be represented in a panel discussion? Keep the emphasis on points of agreement and reasons for differences in views. It has sometimes proved effective, after such a discussion, for the adult and young people's groups to divide and, under competent leadership, talk over separately the ideas brought out. If it is decided to conduct this joint type of program, the young people will be able to participate on a mature level if some aspect of community betterment is discussed.

Whether young people are present or not, the twenty-minute sound film *Make Way for Youth* also supplies excellent material for a discussion of growing up in the U.S.A. How gangs and racial discrimination among teen-agers were eliminated in one town by the formation of a youth council is vividly shown, with narration by Melvyn Douglas. A manual and supplementary material are provided by the producer, the Youth Division of the National Social Welfare Assembly, 134 East Fifty-sixth Street, New York.

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(Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.)



Motion Picture Previews

THE reviews that are published in this magazine each month can render a twofold service to parents. They can help protect the child from the harmful films and give him the pleasure and benefits that come from seeing good pictures. In order that the reviews may be of maximum value, however, each parent must accept the responsibility for selecting films suited to his own child.

Here are some questions that he might well ask himself:

1. Is my child old enough to sit through a two and a half- or three-hour program?
2. At what age should he see his first commercial film?
3. At what age should he be permitted to go alone, or with other children, to a motion picture theater?
4. Are there any indications of harmful effect—physical or emotional—after he has seen a good film?
5. At what age should he begin to learn about the ugly side of life through vivid presentations on the screen?
6. How many times a week or month should a normal ten-year-old child go to the movies?
7. In what other forms of recreation does he take an active part?
8. Is he balancing his motion picture entertainment with outdoor physical recreation?
9. Does he balance his motion picture attendance with reading, or is his taste for books being spoiled by the easy visual way of getting stories?
10. Is he acquiring a taste for too grown-up stories through seeing too many motion pictures that deal with adult life?
11. Am I sharing his screen entertainment by going with him to the movies?
12. Am I sharing his screen entertainment by encouraging him to discuss with me the films he has seen even though I have not seen them?
13. Can the two of us acquire the ability to evaluate films intelligently through this method of sharing screen experiences?

To this list of questions any parent can add many more. The answers will enable him to utilize the film reviews in this department more effectively. After all, the reviews are only a starting point from which the responsible parent can gradually make films a constructive influence in the child's life.

— RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Arctic Fury—Plymouth Productions. Direction, Norman Dawn and Fred R. Feitshans, Jr. A tense drama relating the true experiences of Dr. Thomas Barlow when he tried to reach a plague-stricken Eskimo village in Alaska. Known as "The Flying Doctor," he attempted a five-hundred-mile flight across the wilderness, was forced down by engine trouble, and finally was rescued after three months of wandering in the Arctic wastes. Beautiful scenery and interesting photography of animal life in the region, especially of two little bear cubs that insist upon following the doctor, combine to make this an absorbing picture. Cast: Del Cambre, Eve Miller, Gloria Petroff, Don Riss.

Adults	14-18	8-14
Interesting	Interesting	Yes

It Happens Every Spring—20th Century-Fox. Direction, Lloyd Bacon. In this baseball story with an amusing twist, a staid chemistry professor and his chemically treated, wood-repellent baseball are taken out of the laboratory onto the pitcher's mound. As backgrounds the film audience will see various well-known ball parks in which the National and American League teams play. The plot is a bit thin to be spread into a full-length feature, and the solution is amazingly coincidental. However, this farce affords chuckles and laughs and a lot of baseball for fans. Cast: Ray Milland, Jean Peters, Paul Douglas, Ed Begley, Ted de Corsia.

Adults	14-18	8-14
Amusing	Yes	Yes

Make-believe Ballroom—Columbia. Direction, Joseph Santley. The musical specialties presented by famous bands and top radio personalities highlight this hour and twenty-minute film, which is packed with a great variety of well-presented, contemporary music. A contest on the Al Jarvis radio program outlines the plot, which is filled in by a romance between two car hops at a Hollywood drive-in, both of whom are competing for the \$5,000 top prize. Cast: Jerome Courtland, Ruth Warrick, Ron Randell, Virginia Welles.

Adults	14-18	8-14
Fair	Good	Yes

Seal Island—RKO-Disney. Made with the fullest cooperation on the part of the United States government, this film is superior in every respect. It shows the life cycle of the seals, including the mating period in the spring, the birth of the seal puppies, and the departure of the school in September. The picture is dramatic, informative, and absorbingly entertaining. The locale is the Pribilof Islands in the Bering Sea.

Adults	14-18	8-14
Exceptional	Exceptional	Exceptional

Stagecoach Kid—RKO. Direction, Lew Landers. A western melodrama with a slightly new approach to a fantastic story in which the girl poses as a lad. The photography of the Arizona wastelands is remarkable. The ethical values are good, and the

film offers pleasant diversion for those who like pictures of this type. Cast: Tim Holt, Richard Martin, Jeff Donnell, Joe Sawyer, Thurston Hall.

Adults	14-18	8-14
Good	Good	Good

The Wizard of Oz—A reissue by MGM. Direction, Victor Fleming. There is outstanding color photography in this beautifully portrayed fairy tale. The facial make-ups of the lion, Tin Woodman, and Scarecrow are exceptional. The Singer midgets add much to the fantasy, and they will be enjoyed thoroughly by both children and adults. The witch is excellent, but she may frighten very young children unless parents are with them to make explanations. Judy Garland, as Dorothy, is lovable and natural. The entire film is well cast and well directed. Cast: Judy Garland, Frank Morgan, Ray Bolger, Bert Lahr, Jack Haley, Billie Burke.

Adults	14-18	8-14
Yes	Yes	Excellent

You're My Everything—20th Century-Fox. Direction, Walter Lang. Without a doubt this is one of the most elaborate musicals that have been produced in a long time. The attractive settings include a theater in Boston, movie sets in Hollywood, night clubs in Chicago, and a ranch in California. The costumes are elegant; the music, direction, and continuity are exceptional. The story holds attention, and the dramatic conflict is more than satisfactory. The cast is outstanding. Anne Baxter, the flapper girl, reminds one of Clara Bow, and Dan Dailey is at his best. Cast: Dan Dailey, Anne Baxter, Anne Revere, Stanley Ridges, Shari Robinson.

Adults	14-18	8-14
Excellent	Excellent	Yes

FAMILY

(Suitable for children if accompanied by adults)

The Big Cat—Eagle-Lion. Direction, Phil Karlson. Locale for this film is the backwoods of Utah during the depression and drought of the 1930's. The fairly interesting story is built around the capture of a cougar with a price on his head. Tense for excitable children. Cast: Lon McCallister, Peggy Ann Garner, Preston Foster, Forrest Tucker.

Adults	14-18	8-14
Fair	Fair	Tense

Hellfire—Republic. Direction, R. G. Springsteen. Handsomely photographed in color, this western melodrama has a strong theme, which is given unusual treatment. A cardsharp atones for his crimes by personal sacrifices and by service to his fellow men. Cast: William Elliott, Marie Windsor, Forrest Tucker, Jim Davis.

Adults	14-18	8-14
Good	Good	Good, but mature



Dorothy and two of her fairyland friends, the Tin Woodman and the Scarecrow, in a scene from *The Wizard of Oz*.

The Judge Steps Out—RKO. Direction, Boris Ingster. A timely picture that deals with the stresses and strains which complicate modern life and make it difficult to reach important decisions. A judge suddenly finds an opportunity to wander across the country incognito, escaping for a time from his civic and marital responsibilities. The story is well told, and the production is adequate. Cast: Alexander Knox, Ann Sothern, George Tobias, Frieda Inescort, Florence Bates.

Adults	14-18	8-14
Good	Good	Of little interest

The Red Menace—Republic. Direction, R. G. Springsteen. A propaganda film that exposes the methods used by Communists in the United States to recruit members for their party and gain power. The ending is rather weak, and the problem of combating the red menace in this country is oversimplified. Cast: Robert Rockwell, Hanne Axman, Betty Lou Gerson, Barbara Fuller, Shepard Menken.

Adults	14-18	8-14
Fair	Yes	Mature

Saraband—Eagle-Lion. Direction, Basil Dearden. An excellent historical romance that takes place in Hanover, Germany, during the period 1666-1726. Centering about Sophie Dorothea, the first wife of King George I of England, and Electress Sophia, George's mother, the tense story is presumably authentic. It is full of intrigue, romance, and tragedy as it pictures the maneuverings to establish Prince George on the throne of England. The backgrounds are exquisite, and the players are very well chosen. This is an interesting and educational picture for adults and youth, but it will probably have little appeal for those under twelve. Cast: Stewart Granger, Joan Greenwood, Flora Robson, Francoise Rosay.

Adults	14-18	8-14
Excellent	Excellent	No

ADULT

Any Number Can Play—MGM. Direction, Mervyn LeRoy. The proprietor of a gambling house is presented as an honest man and a sympathetic hero. Since the film is exceptionally well acted and well directed, one might find it not too difficult to accept gambling as an honorable business. Therefore, the story is ethically and socially destructive. Cast: Clark Gable, Alexis Smith, Wendell Corey, Audrey Totter.

Adults	14-18	8-14
Matter of taste	No	No

The Beautiful Blonde from Bashful Bend—20th Century-Fox. Direction, Preston Sturges. A rollicking, rowdy farce-comedy that seems to be a waste of good material. Yet this ridiculous picture is amusing, the songs are catchy, and the cast seems to have a lot of fun. The plot, if it can be called that, is not ethically sound. It concerns a blonde from a gambling house, her unfaithful sweetheart, and a judge who always seems to be on the receiving end when things get rough. Cast: Betty Grable, Cesar Romero, Rudy Vallee, Olga San Juan.

Adults	14-18	8-14
Laugh provoking	Possibly	No

The Big Steal—RKO. Direction, Don Seigel. Insufficient plot substance and repetitious action result in a long, drawn-out, boring melodrama. Most of the story concerns a car careening over curving mountain roads as officers pursue army pay-roll thieves. Since there is nothing of value in the film, and much gunplay and violence, it is not fit for children. Cast: Robert Mitchum, Jane Greer, William Bendix, Patric Knowles.

Adults	14-18	8-14
Boring	Boring	No

Calamity Jane and Sam Bass—Universal-International. Direction, George Sherman. In this cowboy picture, which is produced in color, the story is ethically objectionable because it presents no pattern of right and wrong. The action concerns a group of ranch hands who bet with money that does not belong to them, lose their bets, rob to cover up their losses, and then go on stealing and even killing until they are finally captured or slain by law-enforcement officers. The direction and acting are adequate; in fact, the entire production is that and nothing more. Cast: Yvonne De Carlo, Howard Duff, Dorothy Hart, Willard Parker.

Adults	14-18	8-14
Matter of taste	No	No



Dan Dailey teaching Shari Robinson a new dance step in *You're My Everything*.

The Girl from Jones Beach—Warner Brothers. Direction, Peter Godfrey. A light comedy in which two good actors are wasted on a silly story. A succession of highly improbable situations and obviously faked backgrounds hampers the unfolding of the plot. Some of the lines are humorous; the classroom and moonlight beach scenes will give adults some amusement. However, the film will hold little interest for teen-agers and none at all for younger children. Cast: Ronald Reagan, Virginia Mayo, Eddie Bracken, Dona Drake, Henry Travers.
 Adults 14-18 8-14
 Amusing Slapstick No

Hold That Baby—Monogram. Direction, Reginald LeBorg. A very poor attempt at slapstick comedy is made in this mediocre picture. The plot is dull, and the casting is unsuitable. Cast: Leo Gorcey, Huntz Hall, Gabriel Dell, Frankie Darro.
 Adults 14-18 8-14
 Poor Poor No

House of Strangers—20th Century-Fox. Direction, Joseph L. Mankiewicz. This is a strong drama about an Italian immigrant's family who permit greed and hate to destroy their happiness after they have acquired wealth and social position. The presentation of the theme and the characterizations are powerful, and the film will have a special appeal for Edward G. Robinson's admirers, since he dominates it. Cast: Edward G. Robinson, Susan Hayward, Richard Conte, Luther Adler.
 Adults 14-18 8-14
 Good Yes, though mature No

Illegal Entry—Universal-International. Direction, Frederick de Cordova. This is a slow-moving semidocumentary film, purporting to show how United States immigration officers break up the gangs of crooks who transport people illegally across our borders. Since the plot is confused and since violence, murders, and suicides are prevalent, the picture has little to offer young people. Cast: Howard Duff, Marta Toren, George Brent, Gar Moore.
 Adults 14-18 8-14
 Fair Fair No

Kazan—Columbia. Direction, Will Jason. In an adaptation of the James Oliver Curwood novel the dog, Kazan, is the star. The scenes are laid in Canada and are well photographed, but the plot is rather thin. The brutal fighting of both men and dogs

and the heavy drinking make it unsuitable for children. Cast: Stephen Dunne, Lois Maxwell, Joe Sawyer, Roman Bohnen.
 Adults 14-18 8-14
 Fair Possibly No

Leave It to Henry—Monogram. Direction, Jean Yarbrough. This is a fairly entertaining film about a small town. Henry Latham, a middle-aged lawyer with a reputation for getting into trouble, tries to put over something spectacular for his town's Pioneer Day celebration and accidentally burns down his enemy's toll bridge. His resulting arrest and trial bring out the amusing details of his spectacular idea. Cast: Raymond Walburn, Walter Catlett, Gary Gray, Mary Stuart.
 Adults 14-18 8-14
 Fair Fair Fair

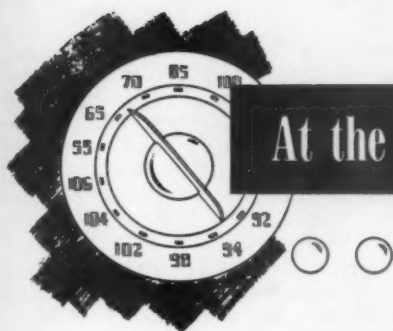
Mighty Joe Young—RKO-Radio. Direction, Ernest B. Schoedsack. An absurd, unfunny comedy about a high-pressure night club promoter who exploits a fake gorilla and its young mistress. The flimsy plot moves from one sensational episode to another, with only the obviously artificial sets and the trick photography to take it out of the horror class. The wrecking of the night club by the gorilla, the lions running loose, and the glaring orphanage fire would be very upsetting for children. The distasteful drinking of the night club patrons makes the picture unsuitable for youth, and as entertainment in general it is too poor to please any adult. It is not recommended for any audience. Cast: Terry Moore, Ben Johnson, Robert Armstrong, Frank McHugh.
 Adults 14-18 8-14
 No No No

Quartet—Eagle-Lion. Direction, Ken Annakin, Arthur Crabtree, Harold French, and Ralph Smart. Four separate casts and their directors are responsible for bringing a quartet of Somerset Maugham's short novels to motion picture audiences. Unusual but plausible occurrences in normal life have been depicted extremely well in the four episodes, each of which discloses emotional flaws in man's way of thinking. These sketches are often humorous and light; at other times satirical and full of persimmon wit. This is an unusually fine film, but its appeal is limited. Cast: Hermoine Baddeley, Dirk Bogarde, Mervyn Johns, Cecil Parker, Basil Radford, Francoise Rosay, Susan Shaw, Linden Travers, Naunton Wayne, Mai Zetterling.
 Adults 14-18 8-14
 Yes No No

Red, Hot, and Blue—Paramount. Direction, John Farrow. Starting out as a mystery the picture becomes the worst type of slapstick comedy. The continuity is poor, and the dialogue is so fast and so pointless one hardly knows what is happening and feels exhausted when the film ends. It is a pity that stars like Victor Mature and Betty Hutton should be wasted on such a stupid story. Cast: Betty Hutton, Victor Mature, William Demarest, June Havoc.
 Adults 14-18 8-14
 Poor Poor Poor

Roughshod—RKO. Direction, Mark Robson. This is a trite western with too many brutal killings to be palatable entertainment for any age group. Production is only fair, and continuity is so uneven that many loose ends of the plot are left dangling. Some of the acting, notably that of Claude Jarman, Jr., is good. The story concerns a northern California rancher, his younger brother, their conflict with three ex-convicts, and their reluctant befriending of four evicted dance-hall girls. Cast: Gloria Grahame, Robert Sterling, Claude Jarman, Jr., Myrna Dell.
 Adults 14-18 8-14
 Fair No No

Take One False Step—Universal-International. Direction, Chester Erskine. A clever, smoothly presented mystery melodrama in which William Powell gives his usual polished performance as he tracks down the elusive criminal. The picture has good suspense, excellent timing, and a capable supporting cast. A dignified college professor on a financial mission to California is pursued by a girl who claims to have had an affair with him while he was in the Army. When such a situation threatens his reputation, he forgets his fund-raising plans completely and goes to work on the mystery. Cast: William Powell, Shelley Winters, Marsha Hunt, James Gleason.
 Adults 14-18 8-14
 Entertaining Yes, good mystery No



At the Turn of the Dial

THOMAS D. RISHWORTH

National Chairman, Committee on Radio
and Director of Radio House,
University of Texas

AS I take over my new duties from my good friend H. B. McCarty, I acknowledge a sense of inadequacy. Under his guidance the National Congress, through its thirty-three thousand local units, has become a tremendously significant influence for better programs at home and at school. In his own state, too, Mr. McCarty has pioneered in the advancement of educational radio. Station WHA at the University of Wisconsin has won a well-deserved position of leadership among the noncommercial stations of the nation. Only recently Wisconsin established the first state-wide network of FM stations in America, providing fifteen hours of daily program service through four separate transmitters.

Broadcasting is indeed entering a crucial period. Television has yet to make its influence felt in rural areas, but we cannot deny that this new medium of communication may seriously affect sound-broadcasting. Sixty-four television stations are now on the air. Many of their programs are designed for children, with special emphasis on the use of puppets and marionettes. Station WKY-TV in Oklahoma City, for example, has announced plans to devote an entire hour each day, from six to seven p.m., to children's programs.

Radio's Problems and Promises

OTHER developments indicate further drastic changes in radio. The University of Missouri, through its School of Journalism, is now broadcasting a daily facsimile newspaper in tabloid form—the first educational institution in the nation to experiment in this field. In the future the owner of a television set may find his morning newspaper reproduced in his own living room.

With the advent of Multifax still other possibilities are on the horizon. Multifax enables the broadcaster to present simultaneously a facsimile newspaper and comments by a newscaster on the same frequency! There are obvious implications in this process for school broadcasting, and for broadcasts to the school child at home. Through Multifax it is entirely possible to broadcast the highly imaginative pages of a children's book while a narrator comments on the illustrations and supplements the printed material with sound effects. And not long ago another new medium, Ultrafax, was used to broadcast every word of the novel *Gone with the Wind* from Washington, D. C., to Baltimore in one minute and forty seconds!

No review of the advances now materializing in radio broadcasting would be complete without some reference to frequency modulation. More than seven hundred FM stations are now on the air, broadcasting to rural areas

never before reached by regular program service, with complete freedom from noise or distortion (provided the receiver is within the service range of the station). Twenty of the FM channels have been reserved for the exclusive use of educational institutions, and many of the noncommercial broadcasters now in this field are presenting the best in serious music, talks, and discussion programs.

Perhaps some of these points may be too technical for those of us who are mere consumers of radio. They are developments, however, that promise to change our social patterns profoundly. The listener or the viewer at the receiving end of these new media is an important factor in all phases of broadcasting.

A Creed for Listeners

THE NATIONAL CONGRESS represents six million listeners, a significant segment of the radio audience. As parents and teachers, then, we have an obligation to make our influence felt in the radio world. I would suggest these objectives for every P.T.A. in the United States:

1. To develop discrimination in our listening or viewing habits by selecting those programs that are best qualified to aid the home, the school, and the child.
2. To develop programs for parent-teacher sponsorship that are capable of winning as many listeners as possible because of their high degree of professional skill and competency.
3. To study new technological advances in broadcasting so that we may share with the broadcaster a joint responsibility for the establishment of high program standards in television, FM, and all other recent developments.
4. To experiment with new techniques and programs so as to help make radio the important educational tool it can and should be.
5. To recognize that radio alone cannot do the job of identifying the child with his home and his school. The broadcast cannot replace—but at the most only supplement—that personal relationship between parent and child, teacher and child, which is the essence of all learning.

Several random thoughts occur to me in closing. President George D. Stoddard of the University of Illinois suggested at an international seminar on radio education that it was radio's job to explore neglected areas, one of which was child psychology. What can we parents and teachers contribute to this field in radio? Howard Y. McClusky of the University of Michigan stated at the same meeting that radio should recognize as a primary obligation the interpretation of community problems to the listener. How can the parent-teacher association discharge its share of this important responsibility?

Looking into Legislation

AFTER weeks of furious debate the Senate and House of Representatives passed their separate versions of the Housing Act of 1949, S.1070 and H.R.4009 respectively. For a time it seemed that in each house the provisions for low-rent public housing would be deleted. However, when the two bills were sent to the conference committee they differed principally in the amount of money to be allocated for public housing purposes. Compromise of the two bills was swiftly consummated, and the President signed the measure on July 15.

This act, now Public Law 171, calls for the construction of 810,000 publicly owned, low-rent housing units in the next six years. The contrast between this legislation and the Public Housing Act of 1937 is apparent when one recalls that only 170,000 units were built under the earlier measure. The Housing and Home Finance Administration will have a revolving fund of \$1,500,000,000 for temporary loans, and this fund will enable local housing authorities to finance up to 90 per cent of their housing project costs. Tax-free municipal bonds will provide long-term financing.

The federal government will assist in amortization of the loans by paying the difference between rent high enough to "carry" the property and rent that can be paid by low-income families. Rent for public housing units must be at least 20 per cent under rents charged for comparable private housing. The rental subsidy is set at \$308,000,000 per year for forty years. Estimates vary on the total cost of this program, but the HHFA administrator, Raymond M. Foley, says that, based upon experience with the earlier law, the correct estimate is probably around \$7,000,000,000 for the entire period.

Equitable distribution is assured by limitations that reserve 10 per cent of the subsidy for three years for rural nonfarm areas and stipulate that no more than 10 per cent of the subsidy may be allocated in any one state.

More than 450 local housing authorities are already in existence, and the administrator is confident that approximately 50,000 units can be started within the next twelve months. Twenty-four states have legislation that will permit them to participate in the extensive five-year slum clearance program set up by the act. It is estimated that from ten to twenty forward-looking cities have well-drawn plans, enabling them to apply for loans during the first year of operation under the act, and that fifty more communities will be ready to ask for financial assistance in completing their plans.

THE HHFA will have a revolving fund of \$1,000,000,000 for loans to local redevelopment agencies for land purchase and clearance of slum areas. The use of the cleared land will be determined by the community. These sites could be retained for public buildings or public housing units, or they could be sold for private industrial or commercial uses as contemplated in the community's redevelopment plan. Another \$500,000,000 is earmarked for grants that would pay up to two thirds of the loss a community may sustain in its total slum clearance program. It is noteworthy that families living in the blighted and decaying areas that are to be cleared may not be displaced unless adequate housing is available for them.

A total of \$300,000,000 will be allotted for a farm housing program, which will be administered by the Secretary of Agriculture. Of this sum, \$250,000,000 will be used to grant otherwise unobtainable long-term, low-interest loans for farm buildings and improvements. The secretary may spend the additional \$50,000,000 in making outright gifts of small sums to farm families unable to finance a loan and in making grants and short-term loans for minor improvements and land purchases.

The low-rent housing, slum clearance, and farm housing provisions of the act have received the most publicity; another important part of this legislation, however, is the research section, which directs the HHFA administrator to conduct a broad program of study and research designed to reduce the cost of housing construction and maintenance. Housing market information, improved and standardized methods of assembling building ma-

Contributors

CHARLES W. FERGUSON is a former minister who once rode a circuit in Texas and Oklahoma. Later he became a religious editor in New York, cultural relations officer for the U.S. Embassy in Britain, and, today, senior editor for the *Reader's Digest*. He is noted for his incisive observations on American themes, as witness his latest and highly stimulating book, *A Little Democracy Is a Dangerous Thing*.

A versatile free-lance writer, **ANDRÉ FONTAINE** has had intensive experience as a newspaper reporter and a magazine editor. At various times he has also been a mechanic, market researcher, peace officer, millhand, social worker, and clerk. One of the pleasant things about being his own boss, he reports, is that he now has time to get acquainted with his three children.

SIDONIE M. GRUENBERG, founder and director of the Child Study Association, has also served as chairman of the National Committee for Parent Education. Her writings and lectures on children, youth, and parent education have won her an international reputation. The *National Parent-Teacher* is fortunate in having Mrs. Gruenberg as director of its current study course on adolescents.

In addition to his duties as professor of education at Northwestern University **E. T. MCSWAIN** ably directs the joint program in home-school relations sponsored by that university and the National Congress. Dr. McSwain has for years been widely known as a staunch advocate of parent-teacher cooperation through the P.T.A. He was recently made dean of Northwestern's University College.

BONARO W. OVERSTREET this month begins the series of articles entitled "Man Against Fear." To all but the newest among our readers Mrs. Overstreet has no need of introduction. Essayist, poet, lecturer, and adult educator, she brings to her writings not only a clear vision into the human mind but a deep understanding of the human soul.

HALE F. SHIRLEY, M.D., has combined with outstanding success the related specialties of pediatrician and psychiatrist. He is associate professor of pediatrics and psychiatry at Stanford University and director of the university's child psychiatry unit. His emphasis on the dual aspect of child growth is brought out in his valuable book, published last year, *Psychiatry for the Pediatrician*.

PAUL WEAVER, chairman of the division of philosophy and religion at Stephens College, is the director of the uniquely famous Burrall Class. In his teaching and his counseling Dr. Weaver stresses the need for using the principles of religion in practical social service projects. He is a productive writer, a forceful lecturer, and is identified with many national organizations.

The articles by Charles W. Ferguson and Paul Weaver are condensed from addresses given at the annual convention of the National Congress last May. This month's "P.T.A. Frontier" was prepared by Mrs. Barbara Wyer, president, Giessen Parent-Teacher Association, Giessen, Germany.

materials and equipment; methods of distribution, finance, and investment; zoning laws; and other pertinent factors affecting home-building costs will be matters for consideration. The administrator has indicated his intention to include representatives of private industry and other interested groups and agencies on the advisory committees that will aid in planning and executing the research program.

—ETHEL G. BROWN